DOCUMENT RESUME

ED 180 655	PS 011 141
TITLE	Child Development Associate Training Program. Unit III: Development of Cognitive Skills in Young Children. Module 1: Language Arts Development with Young Children. Unit Overview.
INSTITUTION	Philadelphia Community Coll., Pa.: Philadelphia School District, Pa.: Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
PUB DATE	76
GRANT	H3105-B/H/O
NOTE	210p.: For other units/modules, see PS 011 130-153
AVAILABLE FROM	Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit III, PS 011 141-144, $45.75: complete set, PS 011 130-153, $161.50)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Centers of Interest: *Child Care Workers: *Cognitive Development: *Early Childhood Education; *Language Arts: *Performance Based Teacher Education; Postsecondary Education: *Preschool Teachers: Story Reading: *Training: Writing
IDENTIFIERS	*CDA: Child Development Associate

ABSTRACT

With this Child Development Associate (CDA) training manual the CDA intern can learn to teach language arts to preschool children in ways that foster their cognitive development. Upon completing the module, the trainee is expected to know how to read a story to preschool children, teach a lesson using an experience chart, set up a reading and listening center in a preschool classroom, and teach a lesson to children on writing their own books. Instructional and behavioral objectives for learning activities are given. The teacher's materials include pre-test, the field supervisor's directions, a resource persons activity list, and directions for student activities. The student's materials consist of pre- and post-tests, an activity record, a glossary, lesson overviews and directions, and 15 lessons. A brief discussion of cognitive development among preschool children is included. (Author/RH)

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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT III

DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

Unit Overview

INTRODUCTION TO COGNITION

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PHILADELPHIA, PENNSYLVANIA 19103

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School District of Philadelphia

Unit III

Unit Overview

Resource Person Directions

UNIT OVERVIEW

Purpose of the Activity:

To provide the trainee with an introduction to some basic knowledge about cognition which will provide the underlying framework for working in this unit.

Equipment and Materials:

Activity Folder - U3 Overview

Procedures:

1. Have trainees read Unit Overview.
2. Read Unit Overview yourself.
3. Be available to answer questions.

Unit III

Unit Overview

Trainee Directions

UNIT OVERVIEW

Purpose of the Activity:

To provide you with an introduction to some basic knowledge about cognition which will provide the underlying framework for working in this unit.

Equipment and Materials:

Activity Folder - U3 Overview

Procedures:

Read the Unit Overview.

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Unit III

Unit Overview

COGNITIVE DEVELOPMENT: UNIT OVERVIEW

This unit is about "Cognitive Development". Cognitive Development means how children learn to think.

Preschool children do not think the same way adults do. They must begin to learn how. They must learn how to put things together into categories, to see how things are different. They must learn to do these things in order to make sense out of all the different things they know.

A preschool child uses his body and his senses to learn things. He learns things by doing and experiencing them. He can learn to put things into categories, such as fruits. He can learn how to see when things are alike and when they are different such as apples and oranges are alike because they are both fruits, but they are different in taste, color and shape. He can learn how to see patterns such as many fruits grow on trees and all these fruits have stems. These things will make him more able to understand what he learns. If he can understand what he has learned, he will be more able to use it.

Unit III

Unit Overview

Here are some of the things a child learns during preschool:

- He learns to stretch and develop his memory.
- He learns some simple facts about the world.
- He learns that things have names.
- He learns the days of the week.
- He learns new words to tell what he thinks and feels.

He comes out of preschool thinking at a much higher level than when he started. It is your job as a teacher to help the child begin to organize all the new things he learns. It is your job to help the child learn how to puts things into categories, tell how things are alike and how they are different and to tell when things fit into patterns. It is your job to help the child learn to do things he is able to learn and do.

In this unit, you will learn how to help children begin to classify things, compare things, and see patterns in things in these areas:

Unit III

Unit Overview

- language arts
- science
- math
- social studies

You will also learn how to develop a unit for teaching the different areas.

THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit III

DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

Module 1

LANGUAGE ARTS DEVELOPMENT WITH YOUNG CHILDREN

Product Developer

Helene Gerstein

Edited By

Marcella Lingham

Project Director

Marcella Lingham

A Joint Project Of: Community College of Philadelphia
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School District of Philadelphia

Unit III

Module 1

Unit III

DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

Overview
of

Module 1

LANGUAGE ARTS DEVELOPMENT WITH YOUNG CHILDREN

Purpose of Module 1

This module is about language arts and the development of cognitive skills in language arts. The trainee learns about the different aspects of language arts in relation to the preschool child. The trainee also learns about some of the cognitive skills and how to foster the development of these skills in a language arts context.

COMPETENCIES

The trainee is able to establish an environment, teach lessons and provide activities which foster the development of cognitive skills in a language arts context appropriate for preschool children.

The trainee demonstrates ability to use language as an expressive tool.

The trainee can elicit language to develop concepts and abstractions.

INSTRUCTIONAL OBJECTIVES

Entry Level

The trainee will know what to do to read a story to preschool children.

Unit III

Module 1

Instructional Objectives

Entry Level (cont.)

The trainee will know what an experience story is and what you must do in order to write one.

The trainee will know some centers to set up in a preschool to foster language arts.

The trainee will know what to do to help preschool children write their own books.

Intermediate Level

The trainee will know how to plan for reading a story to preschool children.

The trainee will know the procedures and planning required to write an experience chart.

The trainee will know how to set up language arts centers and why they are important.

Instructional Objectives

Intermediate Level (cont.)

The trainee will know how to plan for having children write their own books.

Mastery Level

The trainee will know how to read a story to preschool children.

The trainee will know how to teach a lesson using an experience chart.

The trainee will know how to set up a reading and listening center in a preschool classroom.

The trainee will know how to teach a lesson to children on writing their own books.

Unit III

Module 1

BEHAVIORAL OBJECTIVES

Entry Level

The trainee will be able to do the following to foster the development of language arts in the preschool classroom.

The trainee will be able to recognize, when placed in certain situations the preliminary procedures for: 1) reading a story to preschool children; 2) for experience stories; and 3) for helping preschool children write their own books.

The trainee will be able to name some of the centers set up in a preschool to foster language arts.

Intermediate Level

The trainee will be able to plan for reading a story in a preschool classroom.

Unit III

Module 1

Behavioral Objectives

Intermediate Level (cont.)

The trainee will be able to write an experience chart.

The trainee will be able to set up a language arts center.

The trainee will be able to develop a lesson plan for having children write their own books.

Mastery Level

The trainee will be able to plan for and develop a floor plan for a listening and reading center for a preschool classroom.

The trainee will be able to teach a lesson to preschool children on how to write their own books in a preschool classroom.

Unit III

Module 1

Behavioral Objectives

Mastery Level

The trainee will be able to read a story to preschool children in a preschool classroom.

The trainee will be able to teach a lesson using an experience story in a preschool classroom.

Unit III

Module 1

PRETEST

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.

2. Review the Pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the Pretest, or do not know how to do these things:

1. Fill out the Cover Sheet for this Module.

2. Read the Glossary.

3. Begin work on Activity 1.

Unit III

Module 1

Resource Person Directions

PRETEST

Purpose of the Pretest:

1. To determine if the trainee can establish an environment which fosters the development of cognitive skills in a language arts context and is appropriate for preschool children.

2. To determine if the trainee can plan and implement lessons and activities which foster the development of cognitive skills in a language arts context and is appropriate for preschool children.

Procedure:

1. Read trainee's directions for completing Section A.

2. Have the following equipment and materials available for trainees:

Unit III

Module 1

Resource Person Directions

Pretest

A. For Item 2 in Section A:

- few children's books
- cassette tape recorder
- blank cassette tape

B. For Item 4 in Section A:

- * cassette tape - U3-M1-PT-4
- cassette tape recorder
- 2 sheets of newsprint
- 1 magic marker

3. Criteria for each part of Section A:

A. Floor Plan:

Use answer Key for Activity 8 as criteria of acceptability.

*You will need to make a cassette tape prior to using this pretest. The script for this tape can be found on Page 7 of the Resource Person section of the pretest.

Unit III

Module 1

Resource Person Directions

Pretest

Sheet #2

Acceptable answers should convey the following:

- Reading centers are important because:
  1. Children need an opportunity every day, all day, to come in contact with new words, new meanings for known words and different sentence patterns.
  2. Children need an opportunity to have new and varied experiences which will make them question and observe and therefore increase their language skills.
  3. Children need an opportunity to initiate language - tone, words and expressions.
- Listening centers are important because:

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Unit III

Module 1

Resource Person Directions

Pretest

1. Children need an opportunity to hear different kinds of tones and sounds.

2. Children need an opportunity to initiate different tones, voices and sound patterns.

3. Children can learn new words.

B. Listen to the tape the trainee has made. Get the book the trainee used. The tape is acceptable if:

1. The voice on the tape speaks loudly, clearly and enunciates well.

2. The first thing you hear on the tape is "Open the book to the first page. From now on, when you hear this sound - ring - you should turn the page."

3. There is a ringing noise used throughout at the proper place to let you know to turn the page.

Unit III

Module 1

Resource Person Directions

Pretest

Sheet #3

Acceptable answer should convey the following:

1. Children need an opportunity to hear different kinds of tones and sounds.

2. Children need an opportunity to imitate different tones, voices and sound patterns.

3. Children can learn new words.

C. Lesson Plan - Sheet #4

Check lesson plans to make sure that:

1. It is in correct form;
2. Trainee accounts for all book-making materials that are needed; (See Activity 10)

Resource Person Directions

Pretest

3. Trainee has made some provisions for writing the child's name on the front of the book and putting the book in the reading center.

Sheet #5

- Identification of cognitive skill(s)
- Explanation of how the lesson helps children develop the identified cognitive skill(s)

D. Experience Story

Experience story is acceptable if it meets the following criteria:

- Words are printed clearly.
- Story contains the same words as on the tape.

(See script on the next page.)

Unit III

Module 1

Resource Person Directions

Tape Script - U3-M1-PT-4

THE NURSE

We went to see the nurse. Her name is Mrs. Brown. She had on a white dress. She has a big room. She was very nice to us.

It is neat

Sheet #6

Acceptable answers should convey the following:

1. Help children understand that their words are important.

2. Helps children understand that words on paper are like the words they speak.

Resource Person Directions

3. If trainee has not satisfied all the criteria for Section A, notify him that he must work in the module.

4. If trainee has satisfied all the criteria for Section A, allow the individual to go on to Section B.

5. Trainee has mastered Pretest only when all the criteria for Section A and Section B have been satisfied.

Unit III

Module 1

Field Supervisor Directions

PRETEST

Purpose of the Pretest:

1. To determine if the trainee can establish an environment which fosters the development of cognitive skills in a language arts context and is appropriate for preschool children.

2. To determine if the trainee can plan and implement lessons and activities which foster the development of cognitive skills in a language arts context and is appropriate for preschool children.

Procedures

1. Read trainee's directions for completing Section B.

2. When trainee contacts you, set up a time to observe the person reading a story.

Unit III

Module 1

Field Supervisor Directions

Pretest

3. Use Activities 5, 7, and 8 in module as criteria for determining the success of the task.

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Unit III: Development of Cognitive Skills In Young Children

Module 1: Language Arts Development With Young Children

NAME: ______________________________

Date: ____________

PLACEMENT TEST

Time Started ____________

Time Finished ____________

Mastery ____________

No Mastery ____________

Resource Person ______________________________

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Unit III

Module 1

Trainee Directions

PRETEST

Purpose of the Pretest:

1. To determine if you can establish an environment which fosters the development of cognitive skills in a language arts context and is appropriate for preschool children.

2. To determine if you can plan and implement lessons and activities which foster the development of cognitive skills in a language arts context and is appropriate for preschool children.

Procedures

1. This pretest is divided into two sections.

Unit III

Module 1

Trainee Directions

Pretest

2. Read and follow the directions for each section.

3. Do not go on to Section B until your Resource Person tells you to do so.

Unit III

Module 1

Trainee Directions

PRETEST

This pretest is divided into two sections. Read and follow the directions for each section.

SECTION A

You will have three hours to complete this section of the pretest.

1. Do a floor plan of a whole classroom showing where you would put a reading center, a listening center and the many other centers found in a preschool classroom.

   Place your floor plan on the floor plan sheet included in this pretest.

   On Sheet #2, tell why a reading center and a listening center are important for language development.

2. Pick one of the children's books your Resource Person has with her. Make a tape of a story for a listening center. Your Resource Person will give you all the needed materials.

Unit III

Module 1

Pretest

On Sheet #3, tell how your tape will help the development of cognitive skills in young children. List the cognitive skills.

3. Write a lesson plan for teaching children how to write their own books. Write your plan on Sheet #4. On Sheet #5, tell what cognitive skills in young children this lesson can help to develop and how.

4. Get cassette tape U3-M1-PT-4 and a cassette tape recorder from your Resource Person. Also get two sheets of newsprint and one magic marker from your Resource Person. Your task is to write an experience story.

   On the tape is an experience story that a group of children dictated to their teacher. You are to write this experience story on the newsprint.

Unit III

Module 1

Pretest

When you have finished writing your experience story, you are to tell why experience stories are important for language development. Write this information on Sheet #6.

- -

When you have finished Section A, give everything to your Resource Person. Only when your Resource Person gives you permission, may you go on to Section B.

SECTION B

1. Your task is to read a story to the children in your class.

   After you have made arrangements to do this at your center, contact your Field Supervisor so that she can observe you reading a story to the children in your class.

Unit III

Module 1

Pretest

#1

FLOOR PLAN

Unit III

Module 1

Pretest

#2

Reading and Listening Centers are important for language development because:

Unit III

Module 1

Pretest

#3

A tape of a story will help the development of cognitive skills in young children in the following ways:

Unit III

Module 1

Pretest

#4

LESSON PLAN

Unit III

Module 1

Pretest

#5

This lesson will help young children develop the following cognitive skills in the following ways:

Unit III

Module 1

Pretest

#6

Experience stories are important for language development because:

Unit III

Module 1

Resource Person Activity List

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIAL	EQUIPMENT
1. Overview		Activity Folder U3-M1-A1	
*2. Teaching Words		Activity Folder U3-M1-A2	Enough plywood pieces for everyone in the class 1 yard of flannel for everyone in class White glue A lot of magazines 1 pair of scissors for each trainee A lot of construction paper Library paste 1 staple gun for every 3 trainees

*Please turn to Page 36 for special instructions for this activity.

Unit III

Module 1

Resource Person Activity List (cont.)

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIALS	EQUIPMENT
			½ yard of felt for each trainee.
*3. Words That Tell About The Senses		Activity Folder U3-M1-A3	A pile of magazines 1 pair of scissors for each trainee Library paste Lots of flannel scraps Glue Construction paper
4. Nonsense Words		Activity Folder U3-M1-A4	Lots of magazine that have pictures of animals in them Construction paper Library paste White Glue 1 pair of scissors for each trainee

*Please turn to Page 36 for special instructions for this activity.

Unit III

Module 1

Resource Person Activity List (cont.)

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIALS	EQUIPMENT
			1 magic marker for each trainee
5. Reading Books To Young Children		Activity Folder U3-M1-A5	
6. Practice Reading		Activity Folder U3-M1-A6	
7. How To Read A Story		Activity Folder U3-M1-A7	Enough children's books for everyone in class 1 cassette tape recorder for every 3 trainees 1 blank cassette tape for every 3 trainees

Unit III

Module 1

Resource Person Activity List (cont.)

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIALS	EQUIPMENT
8. Setting Up A Reading Center		Activity Folder U3-M1-A8 Answer Key U3-M1-A8	
9. Field Activity		Activity Folder U3-M1-A9	
*10. Writing Your Own Books		Activity Folder U3-M1-A10	Many magazines with pictures in them such as McCalls, Woman's Day 1 pair of scissors for every 3 trainees Crayons for all trainees Construction paper paste magic markers string

*Please turn to Page 36 for special instructions for this activity.

Unit III

Module 1

Resource Person Activity List (cont.)

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIALS	EQUIPMENT
11. Field Activity (CA-I)		Activity Folder U3-M1-A11	
12. Writing Experience Stories		Activity Folder U3-M1-A12	2-3 sheets of newsprint for each trainee 1 magic marker for each trainee
*13. Making A Listening Center		Activity Folder U3-M1-A13	1 cassette tape recorder for each trainee 1 blank cassette tape for each trainee 2 children's book for each trainee 1 towel for each trainee (small towel)

*Please turn to Page 36 for special instructions for this activity.

Unit III

Module 1

Resource Person Activity List (cont.)

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIALS	EQUIPMENT
14. Field Activity (CA-I)		Activity Folder U3-M1-A14	
15. Mastery Activity		Activity Folder U3-M1-A15	

Unit III

Module 1

Resource Person Directions

Activity 1: Overview

Materials and Equipment:

Trainee: Activity Folder U3-M1-A1

Resource Person: Activity Folder U3-M1-A1

Directions:

Trainee: Read the overview by yourself. If you have any questions, ask your Resource Person.

Resource Person: Give out activity folder U3-M1-A1. Be available to answer questions.

Mode of Instruction

[✓ Individual]

Small Group

Resource Person is [✓ is not] needed

Unit III

Module 1

Resource Person Directions

Activity 2: Teaching Words

Equipment and Materials:

Trainee: Activity Folder U3-M1-A2
1 piece of plywood (24" x 36")
1 yard of flannel
White glue
Selection of magazines
Scissors
Construction paper
Library paste
½ yard of felt

(Continued On The Next Page)

MODE OF INSTRUCTION

[✓ Individual]
Small Group
Resource Person [✓ is] / is not needed

Resource Person Directions

Activity 2 (cont.)

Resource Person:

Activity Folder U3-M1-A2
Enough plywood pieces for everyone in the class
1 yard of flannel for each trainee
White glue
A lot of magazines that can be cut up
1 pair of scissors for each trainee
Lots of construction paper
Library paste
1 staple gun for every 3 trainees
½ yard of felt for each trainee
1 yardstick

Directions:

Trainee:

Read through the activity by yourself. Follow directions in the activity.

Resource Person Directions

Activity 2 (cont.)

Resource Person

1. Read through the activity.
2. Be available to dispense materials.
3. Be available to answer questions and help with construction of flannel boards.

Resource Person Directions

Activity 3: Words That Tell About The Senses

Equipment and Materials:

Trainee:
- Activity Folder U3-M1-A3
- Flannel boards from Activity 2
- A selection of magazines
- Scissors
- Library paste
- Flannel scraps
- Construction paper
- White glue

Resource Person:
- Activity folder U3-M1-A3
- A pile of magazines
- 1 pair of scissors for each trainee
- Library paste
- Lots of flannel scraps
- Construction paper
- Glue

(Continued on next page)

MODE OF INSTRUCTION

[✓ Individual]

Small Group

Resource Person is / is not needed

Unit III

Module 1

Resource Person Directions

Directions:

Trainee: Read through the activity by yourself. Follow directions in the activity.

Resource Person:

1. Read through the activity.
2. Be available to dispense materials
3. Be available to answer questions.
4. Be available to check over lesson plans for form and content.

Resource Person Directions

Activity 4: Nonsense Words

Equipment and Materials:

Trainee:
- Activity Folder U3-M1-A4
- Flannel boards from Activity 2
- A selection of magazines
- Construction paper
- Library paste
- White glue
- Scissors
- Flannel scraps
- Magic marker

(Continued on next page)

MODE OF INSTRUCTION

Individual

Small Group

Resource Person is / is not needed

Unit III

Module 1

Resource Person Directions

Resource Person:

Activity Folder U3-M1-A4

Lots of magazines that have pictures of animals in them.

Construction paper

Library paste

White Glue

1 pair of scissors for each trainee

Flannel scraps

1 magic marker for each trainee

Directions

Trainee:

1. Read through the activity.
2. Break up into groups of four.
3. Get your materials from your Resource Person.
4. Follow directions in the activity.

(Continued on next page)

Unit III

Module 1

Resource Person Directions

Resource Person:

1. Read through the activity.
2. Be available to dispense materials.
3. Be available to answer questions.
4. Be available to check lesson plans for form and content.

Unit III

Module 1

Resource Person Directions

Activity 5: Reading Books to Young Children

Equipment and Materials:

Trainee: Activity Folder U3-M1-A5

Resource Person: Activity Folder U3-M1-A5

Directions:

Trainee: Read through this activity by yourself.

Resource Person:

Familiarize yourself with the activity. Be available to answer questions.

MODE OF INSTRUCTION

Individual
Small Group
Resource Person is / is not needed

Unit III

Module 1

Resource Person Directions

Activity 6: Practice Reading

Equipment and Materials

Trainee: Activity Folder U3-M1-A6
A children's book

Resource Person:
Activity Folder U3-M1-A6
Enough children's book for everyone in class.

Directions:

Trainee:

1. Read through the activity by yourself
2. Follow the directions given in the activity.

Resource Person:

1. Have enough children's books so that every trainee can take one home.

(Continued on The Next Page)

MODE OF INSTRUCTION

Individual

Small Group
is
Resource Person needed
is not

Resource Person Directions

Activity 6 (cont.)

2. This activity involves homework, although it is not a field activity.

3. Read through the activity.

4. Be available to answer questions.

Unit III

Module 1

Resource Person Directions

Activity 7: How To Read A Story

Materials and Equipment:

Trainee: Activity Folder U3-M1-A7
Cassette tape recorder (1 for every 3 trainees)
Blank cassette tape (1 for every 3 trainees)
A children's book

Resource Person:

Enough children's books for everyone in the class
1 cassette tape recorder for every 3 trainees
1 blank cassette tape for every 3 trainees

(Continued On Next Page)

MODE OF INSTRUCTION

Individual
Small Group
Resouce Person is / is not needed

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Unit III

Module 1

Resource Person Directions

Activity 7 (cont.)

Directions

Trainee:

1. Read over the activity.
2. Form groups of three and follow the other directions in the activity.

Resource Person:

1. Read over the activity.
2. Be available to help trainees choose books.
3. Be available to help set up the tape recorders.
4. Be available to answer questions.

Unit III

Module 1

Resource Person Directions

Activity 8: Setting Up A Reading Center

Materials and Equipment:

Trainee: Activity Folder U3-M1-A8
Manila envelope

Resource Person: Activity Folder U3-M1-A8
Answer Key U3-M1-A8
Manila envelope

Directions:

Trainee: Read the activity by yourself. Follow the directions in the activity.

Resource Person

1. Familiarize yourself with the activity.

(Continued On Next Page)

MODE OF INSTRUCTION

[✓ Individual]
Small Group
Resource Person [✓ is] is not needed

Resource Person Directions

Activity 8 (cont.)

2. Be available to answer questions.

3. Check answers with the Answer Key.

ANSWER KEY

Check the floor plan that a trainee has developed. Reading center should be placed so that it is away from the centers where children will be making a lot of noise. Review the placement of the other centers to be sure that centers where children are engaged in quiet activities are not near centers where children will be making a lot of noise.

Unit III

Module 1

Resource Person Directions

Activity 8 (cont.)

Below are the list of centers needed by the trainees to complete this activity. You are to do the following:

1. Make a xerox copy of this page.
2. Cut out the centers and paste them on heavy construction paper.
3. Place them in a manila envelope.

Reading Center	Listening Center	Doll Corner
Science Corner	Art Corner	Table Toys
Wood-Working Center	Music Center	Block Building Center

Unit III

Module 1

Field Supervisor Directions

Activity 9: Field Activity

Purpose of Activity:

To introduce trainees to the wealth of children's literature that is available.

Procedure to Follow:

1. Answer trainees' questions should they arise.
2. Read trainee's directions.
3. Review trainee's lesson plan.

Unit III

Module 1

Resource Person Directions

Activity 10: Writing Your Own Books

Materials and Equipment:

Trainee: Activity Folder U3-M1-A10

Resource Person:

Activity Folder U3-M1-A10

Many magazines with pictures in them such as McCalls, Woman's Day, etc. . .

1 pair of scissors for every three trainees

Crayons for all trainees to use

Construction paper

Paste

Magic markers

String

MODE OF INSTRUCTION

Individual

Small Group

Resource Person is / is not needed

Unit III

Module 1

Directions:

Trainee: Read through this activity by yourself. Follow directions in the activity.

Resource Person Directions:

1. Be available to dispense supplies as needed.
2. Be available to answer questions if any arise.
3. Suggest to trainees that one way to put the book together is to punch holes at the top and bottom and tie it together with string.

Unit III

Module 1

Field Supervisor Directions

Activity 11: Field Activity

Purpose of the Activity:

To give trainees practice writing a lesson plan.

To provide trainees with a lesson plan for helping children write their own book.

Procedure:

1. Read the trainee's directions.
2. Read the book-making directions from Activity 10.
3. Check trainees' lesson plans to make sure that:
    a. They are in correct form;
    b. They account for all book-making materials that are needed;

Activity 11 (cont.)

   c. They make some provision for writing the child's name on the front of the book and putting the book in the reading center.

4. If the lesson plans are not in correct form, refer trainee back to Module 3 in Unit 2.

5. If they do not account for materials, refer trainee back to Activity 10 so she can see what materials were used.

6. If there is no provision for the child's name or putting the book in the reading center, refer trainee back to Activity 10.

Unit III

Module 1

Resource Person Directions

Activity 12: Writing Experience Stories

Equipment and Materials:

Trainee: Activity Folder U3-M1-A12
2 sheets of newsprint
1 magic marker

Resource Person:

Activity Folder U3-M1-A12
2-3 sheets of newsprint for each trainee
1 magic marker for each trainee.

Directions:

Trainee: Read through the activity. Follow directions in the activity.

(Continued On Next Page)

MODE OF INSTRUCTION

Individual
Small Group   is
Resource Person   needed
is not

Unit III

Module 1

Resource Person Directions

Activity 12 (cont.)

Resource Person:

1. Read through the activity.
2. Be available to dispense materials.
3. Be available to answer questions.

Unit III

Module 1

Resource Person Directions

Activity 13: Making A Listening Center

Equipment and Materials:

Trainee: Activity Folder U3-M1-A13
Cassette tape recorder
Blank cassette tape
2 children's books
A towel

Resource Person:

Activity Folder U3-M1-A13
1 cassette tape recorder for each trainee
1 blank cassette tape for each trainee
2 children's books for every trainee
1 towel for each trainee (small towel)

Directions:

Trainee: Read through the activity by yourself.
Follow directions in the activity.

(Continued On Next Page)

MODE OF INSTRUCTION

Individual
Small Group (is
Resource Person needed
is not

Activity 13 (cont.)

Resource Person Directions

1. Read through the activity.
2. Be available to dispense equipment.
3. Be available to lend technical assistance.
4. Be available to answer questions.

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Unit III

Module 1

Field Supervisor Directions

Activity 14: Field Activity

Purpose of the Activity

To acquaint trainees with the wealth of children's records available.

Procedure

1. Read trainee's directions.
2. Answer questions, should they arise.
3. Check to see if trainee can tell you ideas on how records can be used to help children.

Unit III

Module 1

Field Supervisor Directions

Activity 15 - Mastery Activity

Purpose of Activity

1. To determine if trainee can set up a classroom to foster langauage development.

2. To determine if trainee can make good tapes.

3. To determine if trainee can set up a reading center.

Procedure

1. Read trainee directions.

2. Arrange a time to observe trainee reading a story. See Activities 5, 7, and 8 in module for criteria.

3. Arrange a time to observe trainee teaching a lesson using an experience story. See Activity 12 for criteria.

4. Arrange a time to go over floor plan, look at reading center and listen to tape the trainee has done.

Activity 15 (cont.)

5. Mastery of this module occurs when trainee has completed the five parts of the assignment:

   - Made a tape;
   - Taught a lesson using an experience chart;
   - Been observed reading a story to the children;
   - Done a floor plan which includes reading and listening centers;
   - Been observed teaching children how to write their own books;

Unit III

Module 1

Some activities in this module require special materials. On the next two pages are a suggested list of materials that you may want the trainees to obtain on their own. This list can be xeroxed and distributed to the trainees as they are ready to begin to work in this module.

UNIT III

Module 1

Trainee Supplies

There are some activities in this module that require certain materials. These materials are needed to complete the activities. You will need to have the following materials:

For Activity 2

- One piece of plywood - 24" X 36"

  You can get this at any lumberyard. Tell the man the size - 24" X 36" and have him cut a piece of plywood that size.

- One yard of flannel

  You can get this at any fabric store. Choose your own color.

- One-half yard of felt

  You can get this at any fabric store. Choose your own color.

- Magazines

  You should bring 5 or 6 magazines that contain pictures that you can cut up.

- One pair of scissors

- One large paper bag with your name on it -

  You will need to place your scraps of flannel and felt in it. You will also need to place your magazines and scissors in it.

  You will be using the contents of your paper bag in Activity 3.

For Activity 3

The large paper bag and the contents you put in it in Activity 2.

For Activity 10

- Magazines

You should bring 2 or 3 magazines that contain pictures that you can cut out.

- One pair of scissors
- One box of crayons
- 36-inches of string

For Activity 13

- One small towel
- Two children's books

These should be books that you can read to your children in your classroom.

Unit III

Module 1

Unit III

DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

Module 1

LANGUAGE ARTS DEVELOPMENT IN YOUNG CHILDREN

Trainee: ____________________

Instructor: ____________________

Field Supervisor: ____________________

How Many?

Class Sessions			
Field Visits			

Unit III

Module 1

Trainee Activity Record

Name: ____________________

Date Started: ____________ Date Completed: ____________

ACTIVITY	EQUIPMENT AND MATERIALS	COMPLETED	TIME	COMMENTS, PROBLEMS OR SPECIAL PLANS
1. Overview	Activity Folder U3-M1-A1			
2. Teaching Words	Activity Folder U3-M1-A1 1 piece of plywood (24" x 36") 1 yard of flannel White Glue Selection of magazines Scissors Construction paper Library paste ½ yard of felt			

Unit III

Module 1

ACTIVITY	EQUIPMENT AND MATERIALS	COM-PLET-ED	TIME	COMMENTS, PROBLEMS, SPECIAL PLANS
3. Words That Tell About The Senses	Activity Folder U3-M1-A3 Flannel boards from Activity 2 A selection of magazines Scissors Library paste Flannel scraps Construction paper White glue			
4. Nonsense Words	Activity Folder U3-M1-A4 Flannel boards from Activity 2 A selection of magazines Construction paper Library paste White glue Scissors Flannel scraps Magic marker			

Unit III

Module 1

ACTIVITY	EQUIPMENT AND MATERIALS	COM-PLET-ED	TIME	COMMENTS, PROBLEMS, SPECIAL PLANS
5. Reading Books to Young Children	Activity Folder U3-M1-A5			
6. Practice Reading	Activity Folder U3-M1-A6			
7. How To Read A Story	Activity Folder U3-M1-A7 Cassette Tape recorder Blank cassette tape A children's book			
8. Setting Up A Reading Center	Activity Folder U3-M1-A8			
9. Field Activity	Activity Folder U3-M1-A9			
10. Writing Your Own Books	Activity Folder U3-M1-A10			
11. Field Activity	Activity Folder U3-M1-A11			
12. Writing Experience Stories	Activity Folder U3-M1-A12 2 sheets of newsprint 1 magic marker			

Unit III

Module 1

ACTIVITY	EQUIPMENT AND MATERIALS	COM-PLET-ED	TIME	COMMENTS, PROBLEMS, SPECIAL PLANS
13. Making A Listening Center	Activity Folder U3-M1-A13 Cassette tape recorder Blank cassette tape 2 children's books A towel			
14. Field Activity	Activity Folder U3-M1-A14			
15. Mastery Activity	Activity Folder U3-M1-A15			

Unit III

Module 1

GLOSSARY

Classifying	-	Children see that things are grouped according to the most obvious feature, such as putting all the blocks together that are square. Square is the classification for grouping the blocks.
Comparing and Contrasting	-	Children see what is alike about things. Children see what is different about things.
Seeing Patterns	-	Children see that although objects can be different, there is at least one thing about all of them that is the same.

Unit III

Module 1

GLOSSARY

Experience Story	-	A story of something that happened to one or more of the children. It is a story that one or more of the children dictate to the teacher.
Language Arts	-	Is teaching a child about his language: how to talk, how to listen, how to read, and how to write.
Listening Center	-	A place where records and tapes are kept in the classroom and children can sit and listen to them.
Reading Center	-	A place where books are kept in the classroom and children can sit and read them.

Unit III

Module 1

Trainee Directions

Activity 1: Overview

Materials and Equipment:

Activity Folder U3-M1-A1

Directions:

1. Read the overview by yourself.
2. If you have any questions, ask your Resource Person.

MODE OF INSTRUCTION

[✓ Individual]

Small Group

Resource Person is [✓ is not] needed

Unit III

Module 1

ACTIVITY 1

OVERVIEW

A child in preschool does not know a lot of the words for what he is thinking. When he thinks about something, he thinks in pictures. Part of your job is to teach him words so he can tell other people what he is thinking about.

- You will have to teach a child words so he can tell other people what he thinks.

- You will have to teach a child words so he can tell other people what he feels.

Learning new words is a very important part of growing up. Learning new words helps make a child ready to learn how to read. Learning new words helps a child communicate with other people.

Activity 1 (cont.)

Books are also a very important part of a preschool classroom. There should be books that a child can look at. There should be books that a child can have fun with. Preschool is the time for a child to learn that books are good things. If he learns that books can be fun, he will have a better time with books for the rest of his life. For this reason, you will learn how to set up a reading center in your classroom. A reading center is a place where books are kept so that a child can get to them easily. In this module, you will learn how to read books to children. You will learn how to help children write their own books. And you will have the chance to become familiar with children's records and books that you don't already know about.

Learning how to listen is also very important for a preschool child. Different people pronounce words in different ways. In order to communicate with people, a child must learn how to hear what they say so he can understand them. He must also learn how to say words so that others will understand him.

Unit III

Module 1

Activity 1 (cont.)

A preschool child must also begin to see how words written down are like words he hears and says. This is the first step in learning to read. For these reasons, you will learn how to set up a listening center in your classroom. A listening center is a place where there are tapes and books that a child can use.

This module is about language arts. Language arts means teaching a child about his language; how to talk, how to listen, how to read, how to write. These are things that a child must learn. Too many people are afraid of reading and writing. They don't know how to read and write well, so they are afraid to read and write. And since they are afraid, they don't learn how to do it better. If you can help a child learn not to be afraid of reading and writing, you will be doing him a great favor. You will be giving him something that will be useful to him for the rest of his life.

Activity 1 (cont.)

This module is also about developing cognitive skills in language arts. Cognitive skills in language arts means:

- Teaching a child how to categorize;
- Teaching a child to see how things are alike and different;
- Teaching a child to see patterns;

in what they say and write.

Unit III

Module 1

Trainee Directions

Activity 2: Teaching Words

Equipment and Materials:

- Activity Folder U3-M1-A2
- 1 piece of plywood (24" x 36")
- 1 yard of flannel
- White glue
- Selection of magazines
- Scissors
- Construction paper
- Library paste

Directions:

1. Read through the activity by yourself
2. Follow directions in the activity.

MODE OF INSTRUCTION

[✓ Individual]
Small Group
Resource Person is / is not needed

Unit III

Module 1

ACTIVITY 2

TEACHING WORDS

One very important thing you can do for a child is to teach him words so he can tell other people how he feels. A preschool child does not know the words to tell people what he feels. He must learn them. Learning words is a very important part of language arts.

A preschool child must also learn how to think. He must learn how to compare things to see how they are alike and how they are different. He must learn how to put things into categories. He must learn how to see patterns in things. You can help him learn how to think while you are also teaching him new words.

A good way to do both of these things is by using a flannel board. In this activity, you will make your own flannel boards and your own flannel board sets that you can use in your class.

Unit III

Module 1

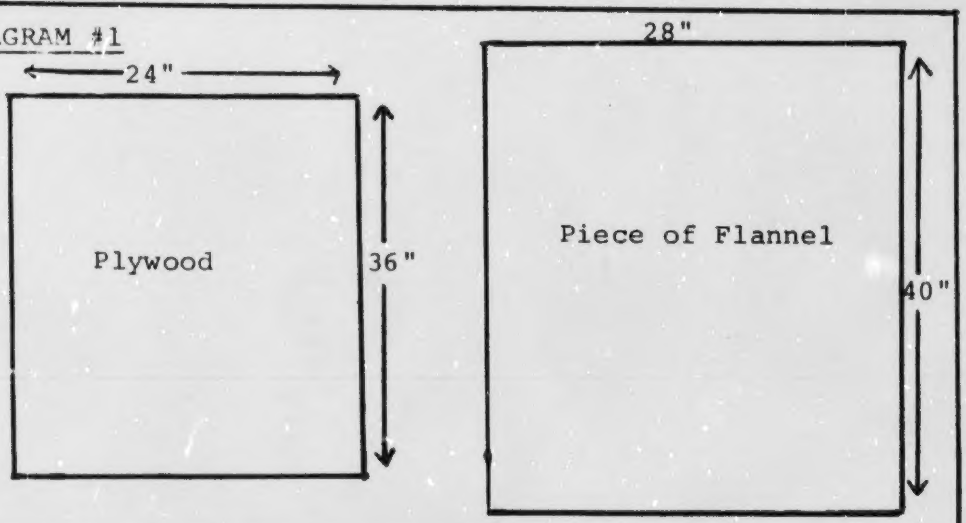
Activity 2 (cont.)

Many of you have flannel boards in your centers. They have many uses in a preschool center. If you can learn how to make them, you can have several available for different uses during the day.

FLANNEL BOARDS

Your Resource Person will give you a piece of plywood and some flannel. You will have to cut the flannel so that it is four inches wider and four inches longer than the piece of plywood. Your Resource Person will give you a yardstick and a pair of scissors. (Diagram #1)

DIAGRAM #1

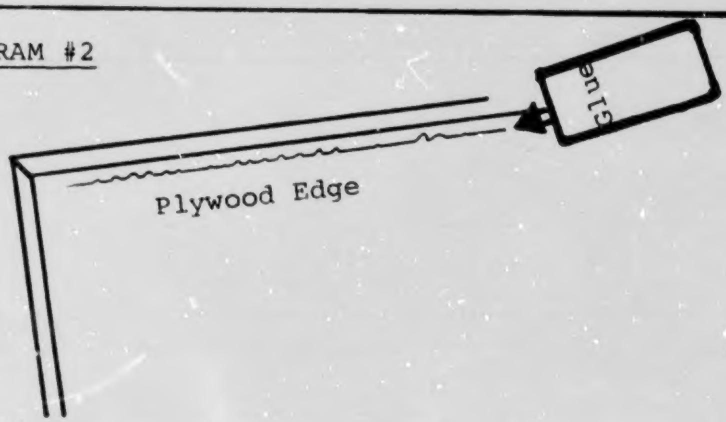


The flannel should be 4" longer and 4" wider than the plywood.

Activity 2 (cont.)

After you have cut the flannel to size, get some Elmer's glue from your Resource Person. Squeeze out a thin line of glue along one edge of the plywood. (Diagram #2)

DIAGRAM #2

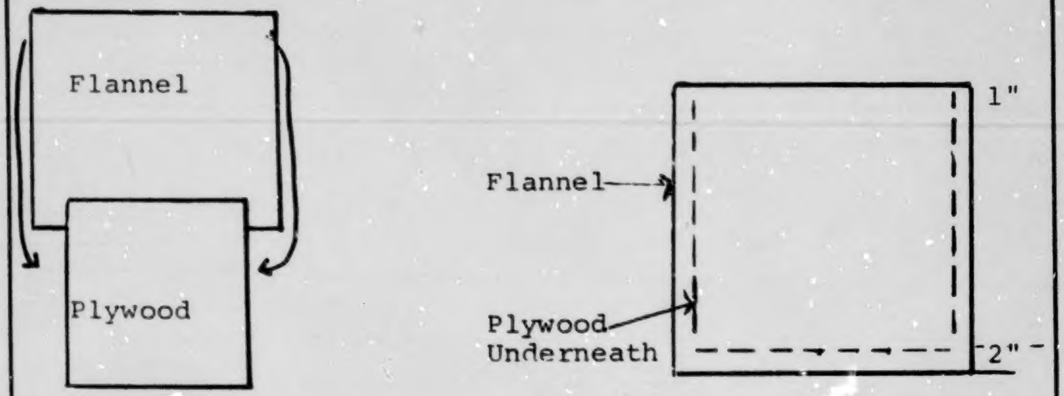


Put a stripe of glue along one edge of the plywood.

Find the edge of the flannel that is 4" wider than the edge of the plywood you put the glue on. Look at Diagram #3 on the next page.

Activity 2 (cont.)

DIAGRAM #6

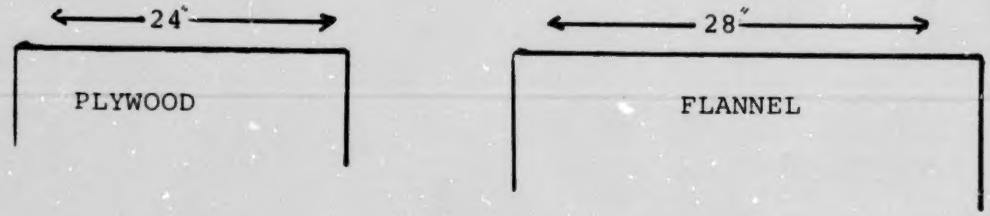


Fold the flannel over the edge of the plywood. There should be about 2" of extra flannel at the bottom.

Put the plywood and the flannel down so that the plywood is lying on top of the flannel. Pull the extra flannel so that the flannel is stretched tight across the plywood. Fold the extra flannel across the bottom edge of the plywood and glue it and staple it onto the back of the wood. Look at Diagram #7 on the next page.

Activity 2 (cont.)

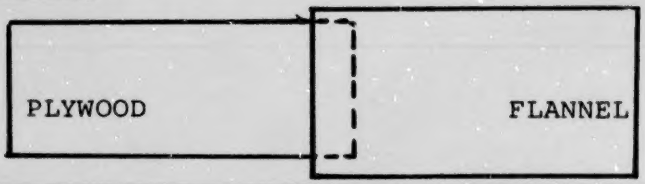
DIAGRAM #3


24"
PLYWOOD
28"
FLANNEL

Find the edge of the flannel that is 4" wider than the plywood edge.

Press that edge of the flannel to the glue and smooth it out with the palms of your hands. BE CAREFUL TO GLUE THE RIGHT EDGES TOGETHER. Glue them as shown in Diagram #4.

DIAGRAM #4

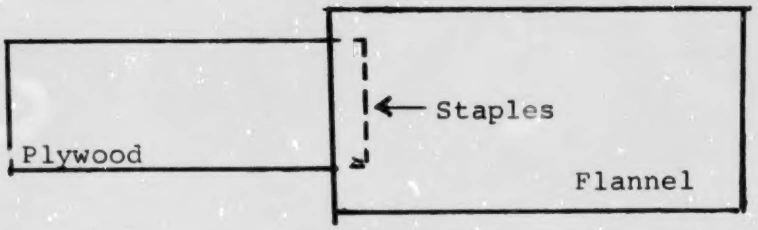

PLYWOOD
FLANNEL

Glue the flannel to the plywood end to end.

Activity 2 (cont.)

After you have glued the edges together, get a staple gun from the Resource Person. Staple the glued edge down. Put a staple every three incles along the edge. (Diagram #5)

DIAGRAM #5

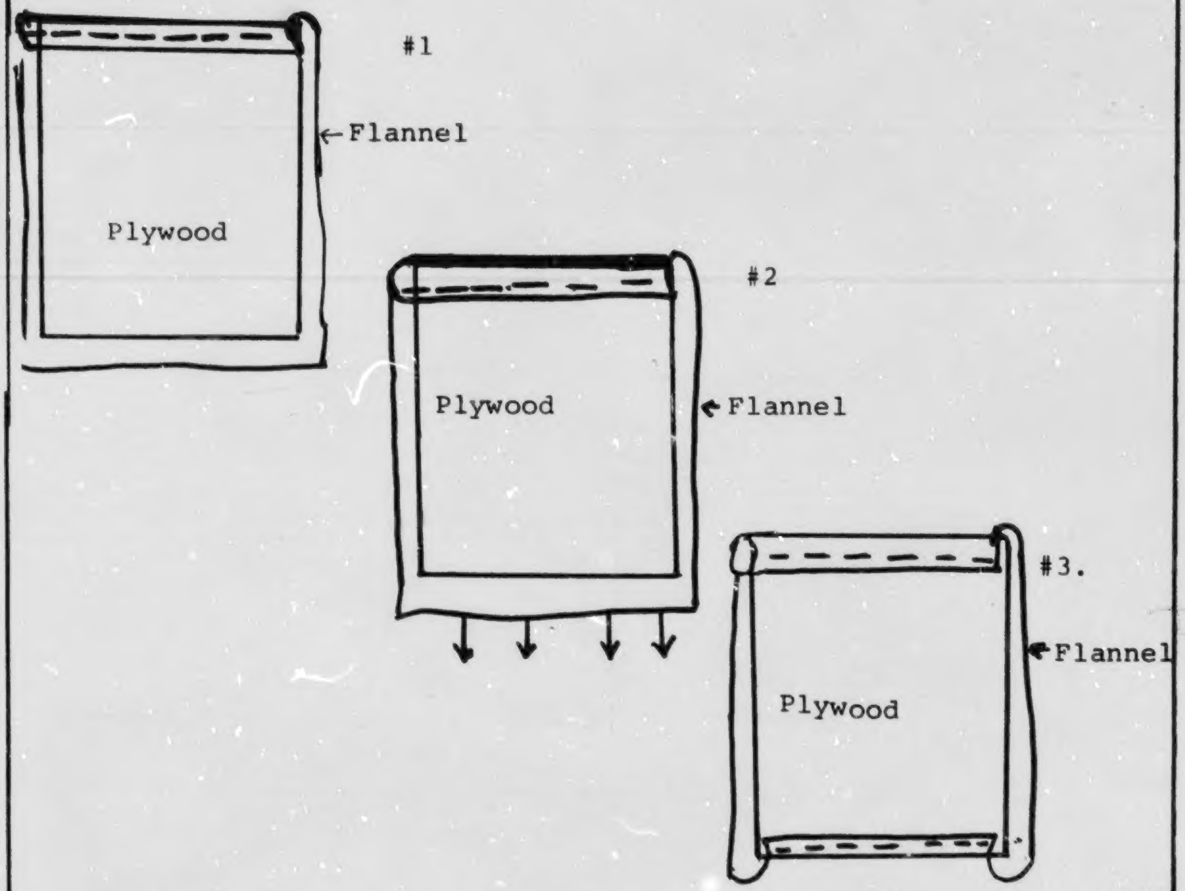


Staple the edge you have just glued. Put one stapl
every 3" along the edge

Next, fold the flannel across the top of the plywood edge and down the front of the board. There should be about 2" of extra flannel at the bottom. Look at Diagram #6 on the next page.

Activity 2 (cont.)

DIAGRAM #7


#1
Flannel
Plywood
#2
Plywood
Flannel
#3.
Flannel
Plywood

#1 - Put the plywood and flannel down so that the plywood is lying on top of the flannel.

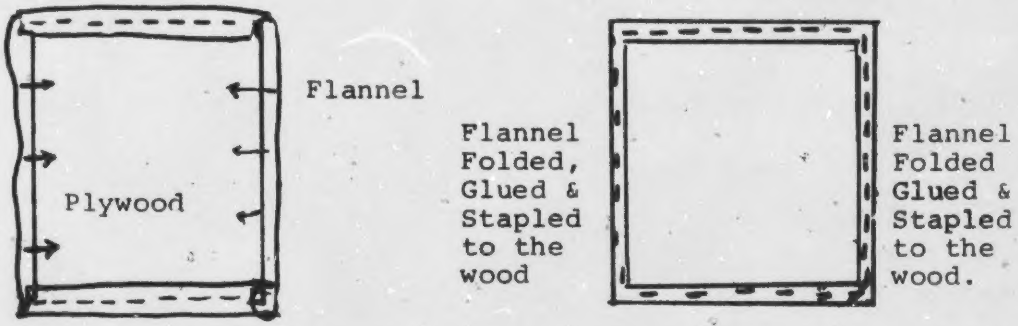
#2 - Pull down on the flannel so that it stretches tight across the wood.

#3 - Fold the bottom flap over the edge of the wood. Glue it and staple it onto the wood.

Activity 2 (cont.)

Next fold the extra flannel over the edges of the plywood, glue it, and staple it down. (Diagram #8)

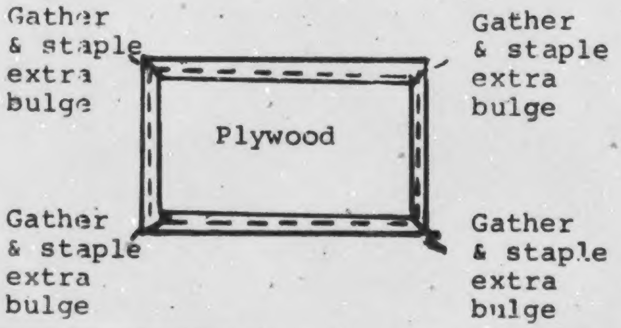
DIAGRAM #8


Flannel
Plywood
Flannel Folded, Glued & Stapled to the wood
Flannel Folded Glued & Stapled to the wood.

Fold the extra flannel over the edges of the plywood.
Glue and staple the flannel down.

Gather any extra at the corner and staple the flannel to the wood so it doesn't stick out.

DIAGRAM #9


Gather & staple extra bulge
Gather & staple extra bulge
Plywood
Gather & staple extra bulge
Gather & staple extra bulge

Activity 2 (cont.)

Now you have to wait thirty minutes for the glue to dry. When the glue dries, you will have a flannel board. While you are waiting for the glue to dry, go on and complete Activity 2.

While you are waiting for the glue to dry, look through the magazines that your Resource Person has put out. Try to find pictures that show these feelings:

- Happy
- Sad
- Kind
- Angry
- Afraid
- Unafraid
- Calm
- Surprised

Cut out the pictures that show these feelings. Some rules for picking out pictures:

- Color pictures are better than black and white pictures.
- Pick out pictures that show only one or two people.
- If you take pictures from advertisments, cut away anything that tells what the pictures are advertising.

Activity 2 (cont.)

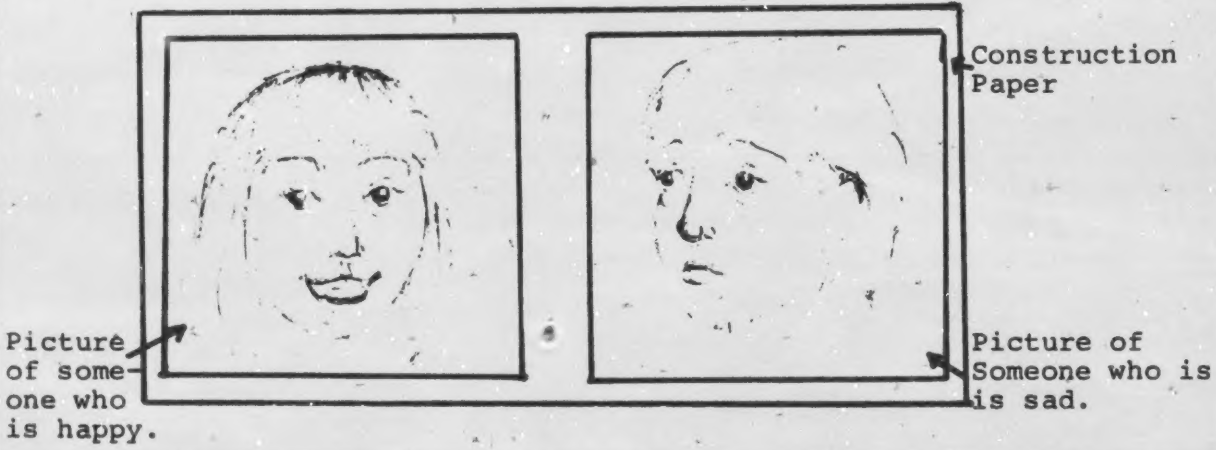
With these pictures, you can show four pairs of opposite feelings:

- Happy/Sad
- Kind/Angry
- Afraid/Unafraid
- Calm/Surprised

See if you can fit each pair of pictures onto one sheet of construction paper. (Diagram #10)

See if each pair of pictures will fit onto one piece of paper.

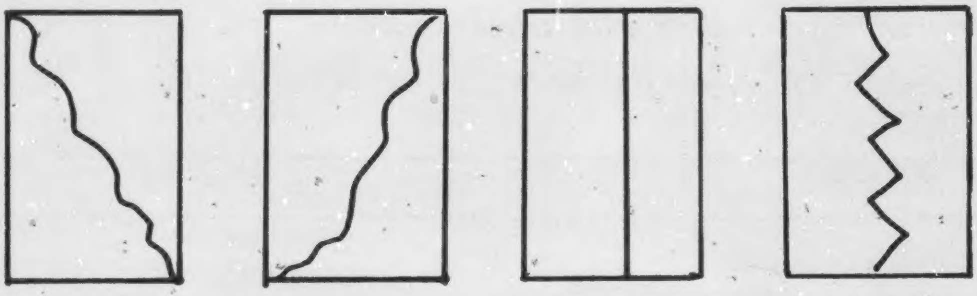
DIAGRAM #10


Construction Paper
Picture of someone who is happy.
Picture of Someone who is sad.

Activity 2 (cont.)

If each pair of pictures will fit onto one piece of construction paper, take four pieces of construction paper and cut them in half in different ways to make four simple puzzles. (Diagram #11)

DIAGRAM #11



Cut the paper in half in different ways.

Unit III

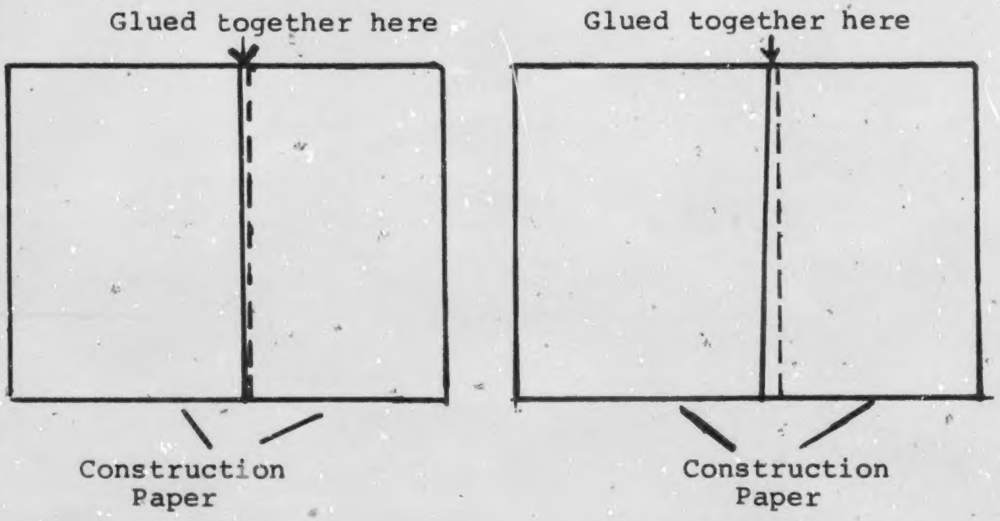
Module 1

Activity 2 (cont.)

If two pictures will not fit onto one piece of construction paper, glue two pieces of paper together to make one large piece of paper. (Diagram #12)

Glue two pieces of paper together to make one big piece so two pictures can fit side by side

DIAGRAM #12

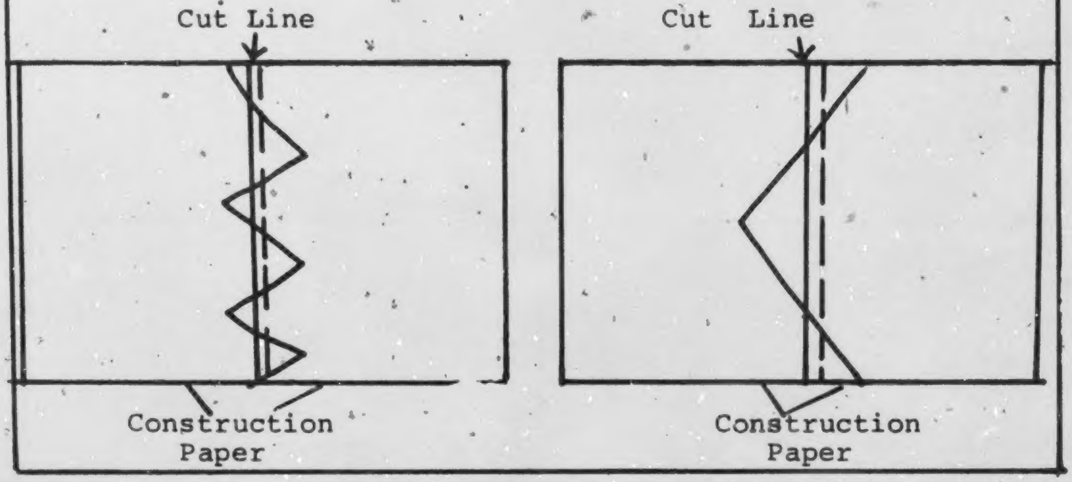

Glued together here
Glued together here
Construction Paper
Construction Paper

Activity 2 (cont.)

When the glue dries, cut the large piece of paper in half along the glued edge. (Diagram #13)

Cut the paper in half along the glued edge.

DIAGRAM #13


Cut Line
Cut Line
Construction Paper
Construction Paper

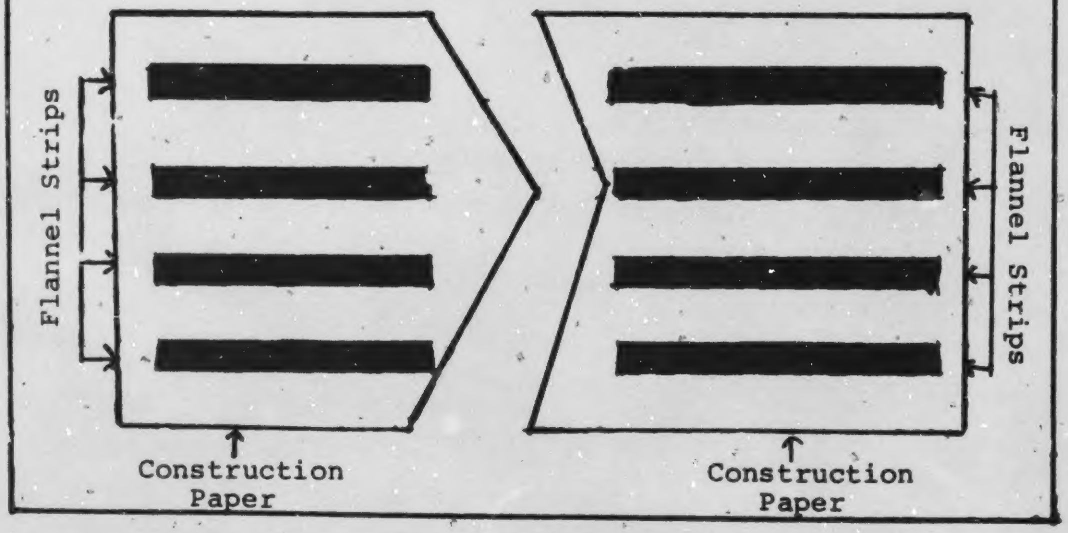
Activity 2 (cont.)

Now you should have eight half pieces of construction paper that fit together to make four whole pictures. Put the halves together so they don't get mixed up.

Cut out 32 felt strips. The strips should be 3" long and about 1" wide. Glue four felt strips on one side of each half-piece of paper. (Diagram #14)

Glue four strips of flannel on the back of each piece of construction paper.

DIAGRAM #14


Flannel Strips
Flannel Strips
Construction Paper
Construction Paper

The reason you put flannel strips on the paper is so the paper will stick on the flannel board.

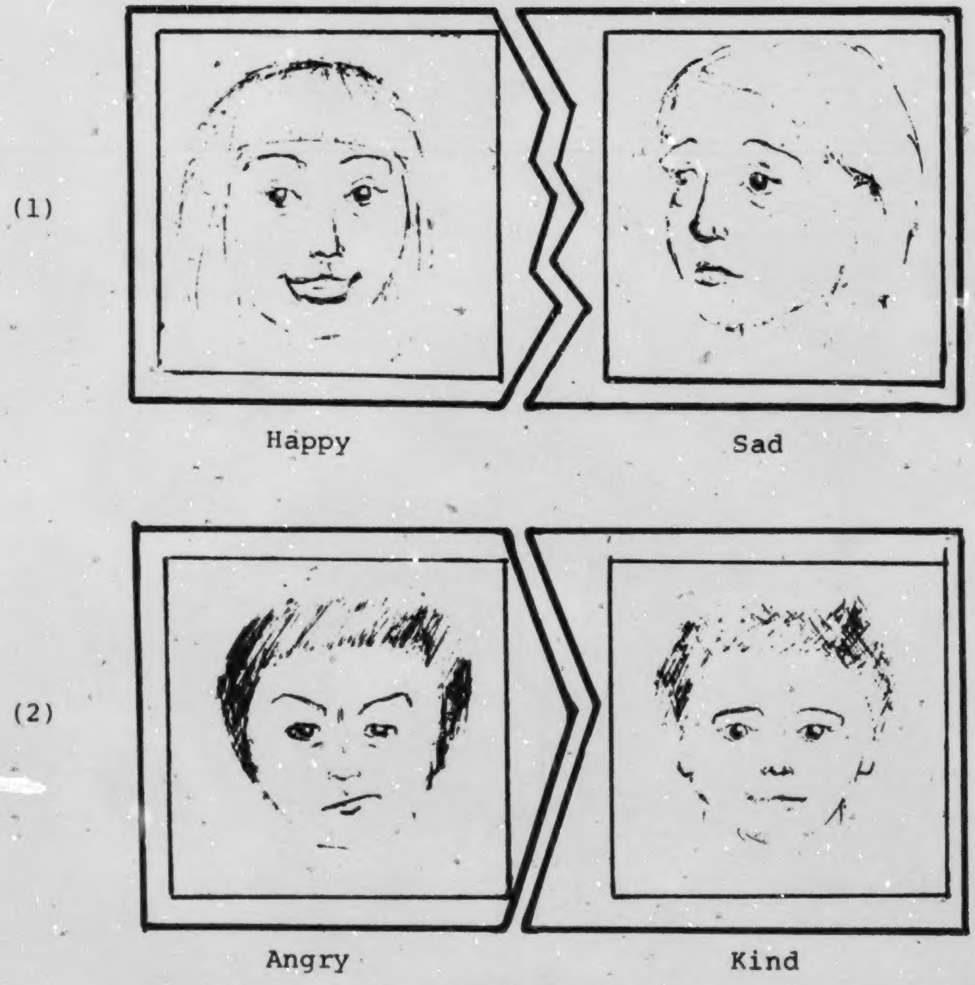
You have eight half pieces of construction paper and eight pictures you cut out from magazines. The eight half pieces of construction paper fit together to make four whole pieces. The eight pictures fit together to make four pairs of opposite feelings. Paste one picture on each half piece of construction paper. Make sure that you paste the happy picture on the piece of paper that fits together with the piece of paper the sad picture is on. Make sure you paste the angry picture on the paper that fits with the paper the kind picture is on. Make sure you paste the afraid picture on the piece of paper the unafraid picture is on. Make sure you paste the calm picture on the piece of paper that goes with the paper the the surprise picture is pasted on.

When you have finished, you should have something that looks like the pictures in Diagram #15 on the next page.

Activity 2 (cont.)

When you have finished, you should have something that looks like this:

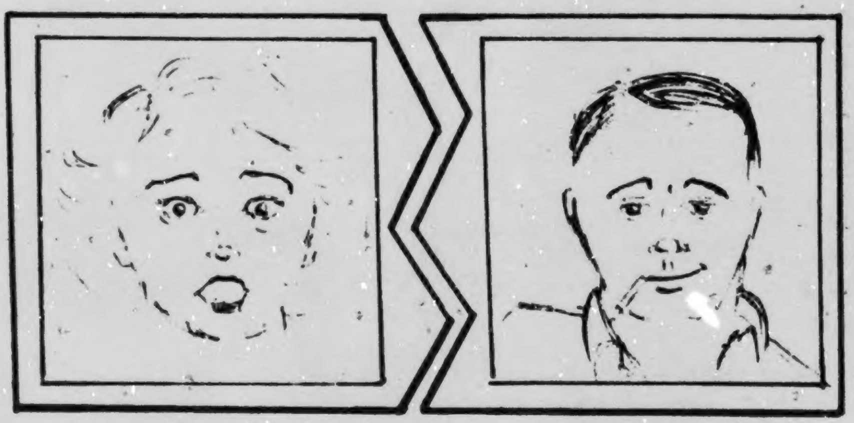
DIAGRAM #15


(1)
Happy
Sad
(2)
Angry
Kind

Activity 2 (cont.)

DIAGRAM #15 cont.)

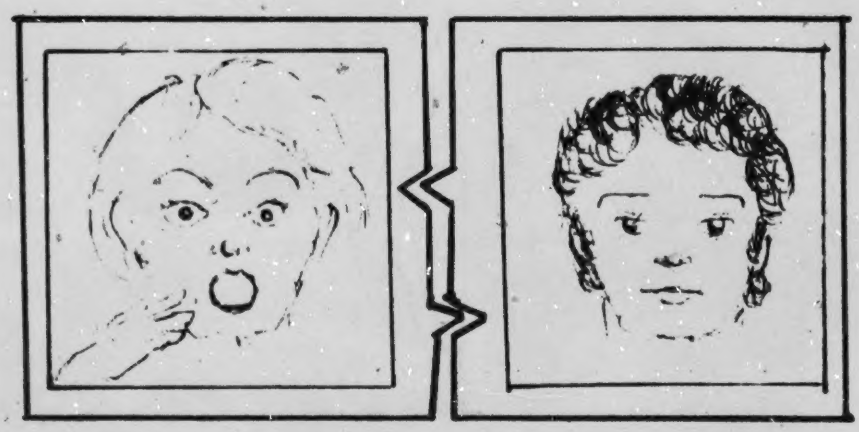
(3)



Afraid

Unafraid

(4)



Surprised

Calm

Activity 2: (Cont.)

You now have all the materials you need to teach a lesson on opposite feelings to the children in your class. This lesson will teach the children several things:

1. It will teach children new words for some of the feelings they have;
2. It will teach children what opposite feelings are and what they are called;
3. It will teach them words they can use;
4. It will teach them how to categorize things like calling different emotions feelings;
5. It will teach them how things are alike (they are all feelings) and how they are different (happy is different from sad).

Activity 2 (cont.)

Now you need to write a lesson plan for teaching a lesson on opposite feelings. Use the lesson plan sheet in this activity. When you have finished, go over it with your Resource Person. You should also write your lesson on a lesson card for your file box. Show that to your Resource Person too.

Unit III

Module 1

Activity 2 (cont.)

LESSON PLAN SHEET

OBJECTIVE

What Is Being Taught	Materials	Techniques	Evaluation (How do you know if the lesson worked?)	Notes

Unit III

Module 1

Trainee Directions

Activity 3: Words That Tell About The Senses

Equipment and Materials:

Activity Folder U3-M1-A3
Flannel Boards from Activity 2
A selection of magazines
Scissors
Library paste
Flannel scraps
Construction paper
White glue

Directions:

Read through the activity yourself. Follow the directions in the activity.

MODE OF INSTRUCTION

[✓ Individual]
Small Group
Resource Person [✓ is] needed
is not

Unit III

Module 1

ACTIVITY 3

WORDS THAT TELL ABOUT THE SENSES

A preschool child must learn how to put things in categories. He must learn how to classify things. You can help him do this and teach him about his five senses at the same time. You can use your flannel board to do this.

Go back to the magazines your Resource Person has. Cut out pictures that show things that have to do with the five senses:

1. Cut out pictures of things that we taste, such as:

   candy
   meat
   cake

2. Cut out pictures of things that we see, such as:

   birds
   trees
   cars
   books

Activity 3 (cont.)

3. Cut out pictures of things that we smell, such as:

    perfume

    smoke

    food

    flowers

4. Cut out pictures of things that we hear, such as:

    records

    radio

    musical instruments

5. Cut out pictures of things that we touch, such as:

    rugs

    clothes

It is not easy to find things that only have to do with one sense. Most things have to do with at least two senses. For example, anything that we can touch, we can also see. Anything that we can taste, we can also smell. It's alright to

Activity 3 (cont.)

have pictures of things that fit into more than one category. If you can find pictures of people actually tasting, touching, hearing, seeing and smelling things, it would be good. That way the children can learn that you can use more than one sense with just about anything.

Once you have cut out the pictures, paste each picture on a sheet of construction paper. Paste strips of flannel on the backs of the construction paper. You do not have to make two pictures fit together like you did in Activity 2. Each picture can be on a different piece of paper.

Next, cut out a picture of a nose, a picture of eyes, a picture of an ear, a picture of a mouth, and a picture of a hand. Paste these pictures on different pieces of construction paper. Paste flannel to the backs of the construction paper. Underneath the pictures, write the words that the picture stands for:

1. Under the picture of the mouth, write "TASTE";
2. Under the picture of the nose, write "SMELL";
3. Under the picture of the ear, write "HEAR";

Activity 3 (cont.)

4. Under the picture of the hand, write "FEEL";
5. Under the picture of the eyes, write "SEE".

You can put all the pictures up on the flannel board and then ask the children:

"What kinds of things do we taste?"
"What kinds of things do we smell?"
"What kinds of things do we see?"
"What kinds of things do we feel?"
"What kinds of things do we hear?"

The children should be able to tell you.

This lesson teaches the children two major things: It teaches children to categorize things such as, all of these things have to do with senses; and it teaches them new vocabulary, such as the words taste, feel, smell, hear and see.

Unit III

Module 1

Activity 3 (cont.)

In order to teach a child to categorize, we must:

1. Help him to see that all things in a group have the same things in common. For example, the nose, mouth, eyes ears and hands all help us to become aware of things.

2. Help the child to see that the name of the group tells us what the common thing is. *For example*: fruit is the common property of oranges, apples and strawberries.

3. Give the child an opportunity to see lots of different groups of things that have one common thing. *For example*: You can have in your classroom pictures of fruits, vegetables and animals. You can also have a table of different shells, or a table of different kinds of plants. They can be changed from time to time.

4. Tell children the names for the groups and tell them what the name of the group means.

Activity 3 (cont.)

Write a lesson plan for using these materials in your classroom. Use the lesson plan sheet on the next page. When you have finished, show your lesson plan to your Resource Person.

Unit III

Module 1

Activity 3 (cont.)

LESSON PLAN SHEET

OBJECTIVE

What Is Being Taught	Materials	Techniques	Evaluation (How do you know if the lesson worked?)	Notes

Unit III

Module 1

Trainee Directions

Activity 4: Nonsense Words

Equipment and Materials:

Activity Folder U3-M1-A4
Flannel boards from Activity 2
A selection of magazines
Construction paper
Library paste
White glue
Scissors
Flannel scraps
Magic marker

Directions:

1. Read through the activity.
2. Break up into groups of four.
3. Get your materials from your Resource Person.
4. Follow directions in the activity.

MODE OF INSTRUCTION

[✓ Individual]
[✓ Small Group]
Resource Person [✓ is] needed
is not

ACTIVITY 4

NONSENSE WORDS

Preschool children have to learn how to see patterns in things. They have to learn how to tell when many things are alike in some way. This is a big part of learning how to think.

One good way of helping children begin to see patterns in things is by using rhyming nonsense words.

Break up into groups of four. Each person in the group should cut out a picture of an animal. When you have finished, you should have pictures of four different animals.

Paste each picture onto a sheet of construction paper. Glue flannel strips onto the backs of the construction paper.

Cut out sixteen strips of construction paper. Each strip should be three inches wide and four inches long. Glue flannel onto the backs of these strips.

Take four of the strips and write one of the names of the animals on each of the strips. Leave the other strip blank.

Activity 4 (cont.)

Write the names of the animals on strips of paper.

LION

TIGER

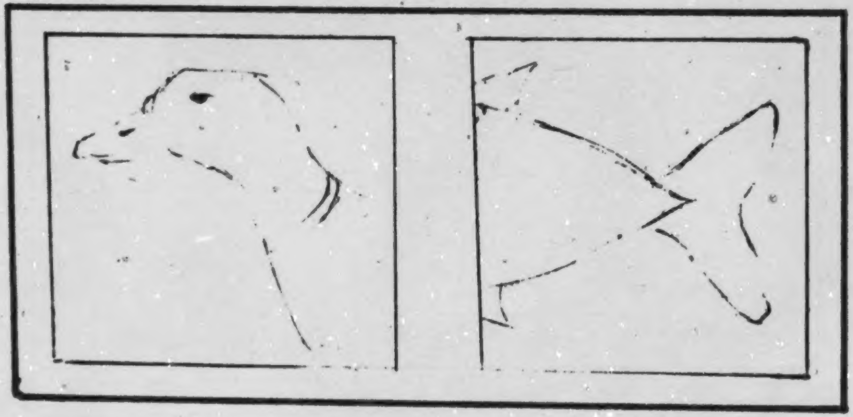
MONKEY

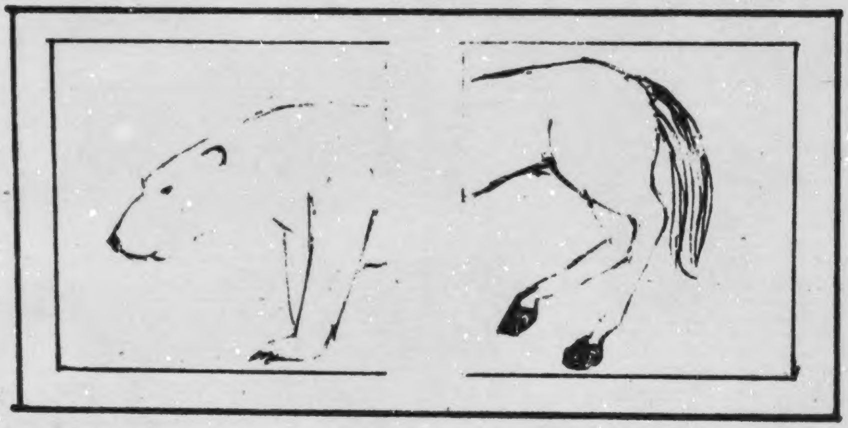
CHICKEN

Now cut your four pictures exactly in half. Cut them so that the front of any animal can fit together with the back of any other animal.

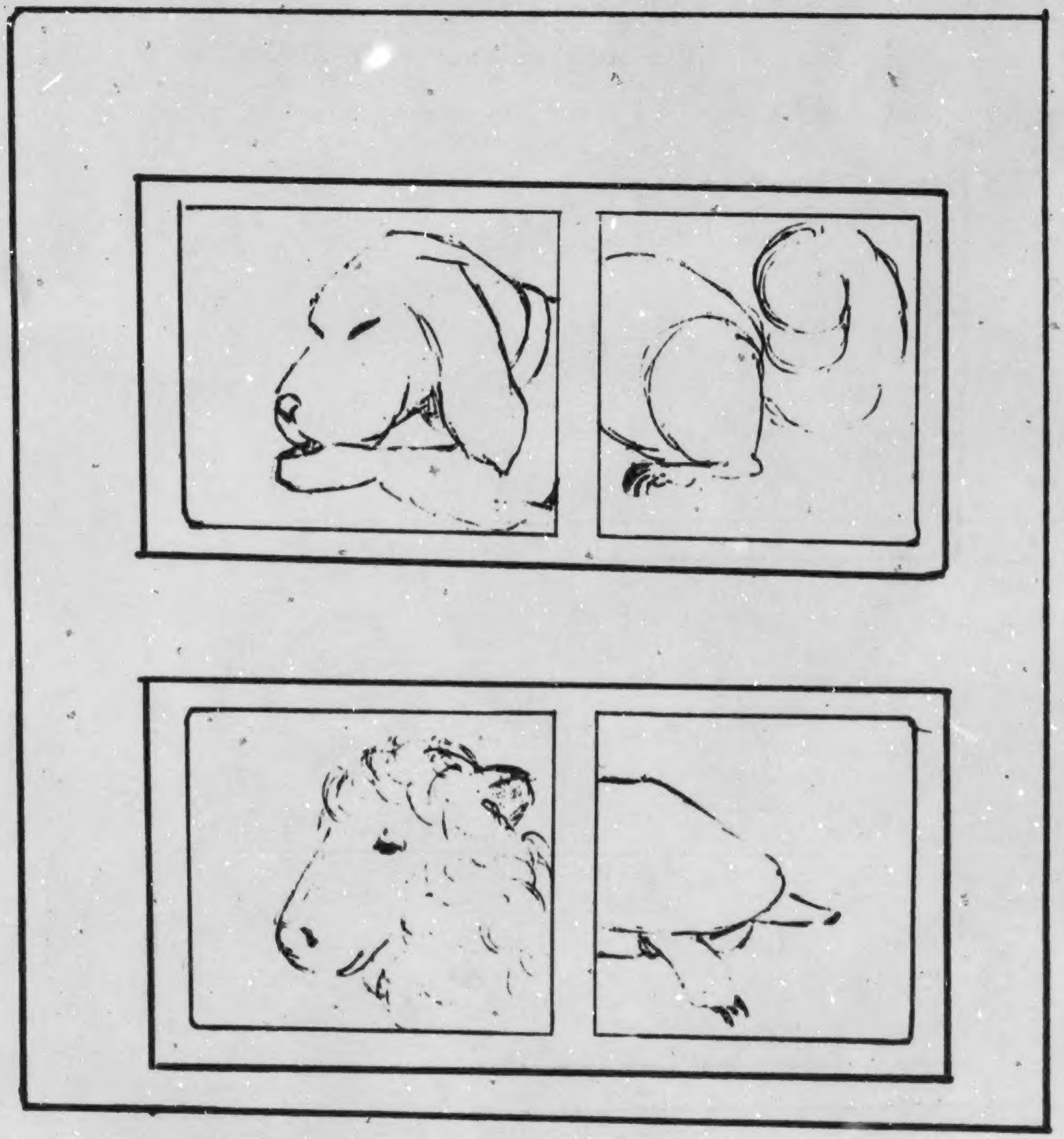
Activity 4 (cont.)

Cut the pictures in half so that the front of any animal can be put next to the rear of any other animal.





Activity 4 (cont.)



Activity 4 (cont.)

Do not cut the name tags in half.
Put the four pictures on the flannel board. Put the name tags under each animal. Now starting with the animal on the left, take away the rear half of the animal and substitute the rears of the other animals one at a time. Make up names for the animals you make. They should be nonsense names. They should rhyme with the name of the real animals.

Each time you make another animal, use one of the blank strips of paper to write the name on. Put the new nonsense name on the flannel board. By the time you finish making up all the animals you can, you should not have any blank strips left.

Remember, if you were doing this with your class, you would give the children a chance to give you names for the animals. What you want them to do is learn how to make a pattern by rhyming nonsense words. But if the children don't give rhyming names, then you suggest different rhyming names. It doesn't matter what letter the nonsense names begin with, as long as they rhyme with the real names.

Activity 4 (cont.)

We are teaching children to see patterns in things. We are helping them to hear that a lot of words sound alike. In order to teach them patterns, we must:

1. Help them to identify the pattern.

2. Give them an opportunity to see many kinds of patterns. For example, in language arts, we would have children find word patterns, patterns of questioning and patterns of statements.

3. Have children make up their own patterns such as nonsense words.

When you have finished naming all of your nonsense animals, break up and write a lesson plan for teaching this lesson in your class. Write your lesson plan on the lesson plan sheet on the next page. Show your lesson plan to your Resource Person when you have finished.

Unit III

Module 1

LESSON PLAN SHEET

OBJECTIVE

What Is Being Taught	Materials	Techniques	Evaluation (How do you know if the lesson worked?)	Notes

Unit III

Module 1

Trainee Directions

Activity 5: Reading Books to Young Children

Equipment and Materials:

Activity Folder U3-M1-A5

Directions:

Read through this activity by yourself.

MODE OF INSTRUCTION

Individual

Small Group

Resource Person is [✓ is not] needed

ACTIVITY 5

READING BOOKS TO YOUNG CHILDREN

There are three types of books that you should have in your preschool classroom.

1. You should have story books. These are books that you read to the children mostly for fun. These are books like The Three Bears and Jack And The Beanstalk, Make Way For Ducklings, Hats For Sale, Stone Soup, Dr. Seuss books, Madeline books and others. Although you can use these books to teach things to children, these are books that you read mostly for fun.

2. You should have information books. These are books that will give the children information about different things. These are books that you will read to the children for special reasons. For example, if the children are growing plants in school, you would read them a book that tells about plants.

Activity 5 (cont.)

3. You should have reference books. These are books with very few words in them. These are books that you do not read to the children. These are books a child can look at on his own. For example, you could have picture books all about trucks. You could have picture books all about farm animals. These books stay in the reading center. Children can look at these books when they want to.

As you can see, there are two types of books that you read to children: story books and information books. The way you read books depends on what you're reading for. If you're reading a book for fun, you read it one way. If you're reading a book in order to teach the children something, you will read it another way.

TWO WAYS OF READING BOOKS

There are two ways of reading books:

1. Reading all the way through without stopping.

Activity 5 (cont.)

2. Reading some part and stopping to ask questions before going on.

It's very simple. Either you read the book straight through, or you stop along the way to ask questions. If you're reading a story that the children have never heard before, then you'll probably read the story straight through without stopping. If you're reading an information book that is supposed to teach the children something, then you'll probably stop along the way and ask questions. You will want to make sure they learn what you want them to learn. Another reason for asking questions is that it gives the children a chance to be involved in the story. They will want to be involved.

METHODS

1. When you read a book straight through without stopping, there are some things that you have to keep in mind:

Activity 5 (cont.)

- You should hold the book so the children can see the pictures. You should not be shifting it back and forth. They should be able to look at the pictures all the time.

- You should know the book by heart. This will make it easier for you to hold the book so the children can see the pictures. If you don't know the book by heart, you can write out the lines on 3 x 5 cards and hold them behind the book on your lap.

- You should practice reading the book aloud before reading to the children. This will help you read it clearly and with expression. Remember, the children will enjoy the book more if you read it as if you enjoy it.

- You should sit in a child's chair facing the children. That way, all the children can see the picture. Keep your hands at the center of the bottom of the book so the children can see the pictures.

Activity 5 (cont.)

2. When you stop to ask questions, there are some things you have to keep in mind:

   - You should hold the book so the children can see the pictures.
   - You should know the book by heart.
   - You should know what questions you are going to ask and when you are going to stop to ask them before you start reading to the children.

QUESTIONS

There are three kinds of questions you will ask the children:

Activity 5 (cont.)

1. Questions that tell if they understand the information in the book. For example, if you are reading The Three Bears to the children, you might stop and ask, "What do you think will happen next?", or, "Why did Goldilocks eat the little bear's porridge?", or, "Why did the bears go out for a walk?" These are questions that will tell you if the children understand what's going on in the story.

2. Questions that tell you if the children are learning the information you want them to learn. For example, if you are reading a book about plants, you could ask, "Why do we have to give plants water?", and "What should we do with our plants here?". These are questions that will tell you if the children understand how to use the information they are learning from the book.

Activity 5 (cont.)

a. For example, if you are reading The Three Bears to the children, you might stop and ask, "What do you think will happen next?" or "Why did Goldilocks eat the little bear's porridge?" or, "Why did the bear go out for a walk?" These are questions that will tell you if the children understand what's going on in the story.

b. For example, if you are reading a book about plants, you could ask, "Why do we have to give plants water?" and "What should we do with our plants here? These are questions that will tell you if the children understand how to use the information they are learning from the book.

Activity 5 (cont.)

3. Questions that tell you if the children understand the words in the book. You could ask a question, like, "Can anyone tell us what this word means?", or, "Do you know another word that means the same thing?" These are questions that will tell you if the children understand the words in the book.

It is up to you to know when to stop and ask questions you want to ask. But you should know before you start to read the story to the children which type of questions you are going to ask. And, you should pick out places in the story you think it would be good to stop and ask them.

SUMMARY

Three ways to read stories to your class.

1. Reading a pleasure story. The first time you read it you should not ask questions. If the children have

Activity 5 (cont.)

questions, you should let them ask the questions and take the time to answer them.

2. Reading an information story. You should plan before you read the story where in the book you will ask questions and what questions you will want to ask. Make sure the question you ask is related to the part of the story you have just read.

3. Reading a pleasure story for understanding. After you have read a pleasure story once to the children, you may want to know if they remember what comes next in the story. Or if the children know why some things in the story happened. Again, you should plan where and what kinds of questions you will ask before you read the story.

Unit III

Module 1

Trainee Directions

Activity 6: Practice Reading

Equipment and Materials:

Activity Folder U3-M1-A6

A children's book.

Directions

Read through the activity by yourself. Follow the directions give in the activity.

MODE OF INSTRUCTION

Individual
Small Group
Resource Person is / is not needed

Unit III

Module 1

ACTIVITY 6:

PRACTICE READING

For this activity, you will pick a book from the books the Resource Person has put out. You will take it home with you and practice reading it. You will learn it by heart.

Next week, you will break up into groups of three. Each of you will read the story to the other members of your group.

When you are listening to someone reading the story, try to look for:

1. The way the person holds the book. How was the book held? Did the person hold the book so that you could see the picture at all times?

2. The way the person speaks. How clearly were the words said? Does the person speak slowly and clearly so you can understand all the words?

Activity 6 (cont.)

3. The way the person expresses herself. What kinds of expressions does the person use? Was the book made to sound interesting and exciting?

Unit III

Module 1

Trainee Directions

Activity 7: How to Read A Story

Materials and Equipment:

Activity Folder U3-M1-A7
Cassette Tape Recorder (1 for every 3 trainees)
Blank Cassette Tape (1 for every 3 trainees)
A children's book.

Directions

1. Read over the activity.
2. Form groups of three and follow the other directions in the activity.

MODE OF INSTRUCTION

[✓ Individual]
Small Group
Resource Person [✓ is] needed
is not

Unit III

Module 1

ACTIVITY 7

HOW TO READ A STORY

WHAT IS THIS ACTIVITY ABOUT?

This activity is about reading a story with expression, a clear voice, and saying the words clearly. The way you read a story to children is very important. You must be able to make it sound interesting. You must also be able to pronounce all the words clearly. This activity will give you a chance to hear what you sound like. It will also give you a chance to have other people tell you what you sound like. This is very important. You cannot always tell if you speak clearly or not. But other people can tell you. You should listen to what the other people in your group say. You should try to change the way you read a story according to what they tell you.

For this activity, you will break up into groups of three. Each group will get a cassette tape recorder from the Resource

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Activity 7 (cont.)

Person. Each person in the group will pick a children's book from the books that the Resource Person has put out in the class.

Take a minute to read over the book you have picked. Try to get to know the story. When each person in the group has read her book over twice to herself, pick someone to read the book aloud to the others. Each person will have the chance to read her book aloud twice.

When you have picked someone to go first, start the tape recorder. The first person will read her story aloud. When she has finished, the other two people in the group will tell how well they thought she read it. Then play back the story from the tape and listen to it again.

After everyone has read her story aloud once, start again. Each person should read her story aloud twice.

Unit III

Module 1

Trainee Directions

Activity 8: Setting Up A Reading Center

Materials and Equipment:

Activity Folder U3-M1-A8

Directions:

Read the activity by yourself. Follow the directions in the activity.

MODE OF INSTRUCTION		
Individual		
Small Group		
Resource Person	is is not	needed

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ACTIVITY 8

SETTING UP A READING CENTER

A reading center is a place where you keep most of the books in your classroom. A reading center is made up of a bookshelf for the books and space around the bookshelf for children to sit and read.

Here are some rules for setting up a reading center:

1. The books should be set upright next to each other so that children can see the books easily. They should not be stacked on top of one another.

2. The books should be on a shelf that is eye-level with the children. This is so the children can see the books easily. The shelf should not be too low or too high. It also means that the children can reach the books easily.

3. The books should not be torn or coming apart. A book that is not in good shape is hard for a child to handle.

Activity 8 (cont.)

4. You should change the books in your reading center every two months. This gives the children a chance to look at many different books. You should also try to have books on many different subjects. Remember to have information, reference and story books in your center.

5. There should be a table and chairs in your reading center so children can sit up and read. There should also be mats in your reading center so children can lie down and read if they want to.

6. The reading center should be in a part of the room that is quiet. It should not be next to the place where children play with blocks or dolls. It should be set apart so that children can read without being disturbed.

Activity 8, (cont.)

READING CENTER

Is there a reading center in your classroom? Does your reading center meet all the rules you have just read. Take a minute to try to answer these questions. If the reading center in your classroom does not meet all of these rules, how would you change it? Write your answers to these questions in the space below. If there is not a reading center in your classroom, where are the books for children to read presently kept? Where do the children go to sit and read these books? How and where in your classroom would you set up a reading center? Take a minute and try to answer these questions. Write your answers to these questions in the space on the next page.

Choose a partner and discuss your answers with him/her. When you have finished, go on with the rest of this activity.

Activity 8 (cont.)

PUT THE CENTERS IN ORDER

In this activity, there is a floor plan of an empty preschool classroom. Get the manila envelope for this activity from your Resource Person. It contains little pieces of cardboard that represent different centers that will go in the classroom

Activity 8 (cont.)

You should arrange the centers in the classroom so that the reading center is away from the centers where children make a lot of noise.

When you have finished, check what you have done with your Resource Person.

Unit III

Module 1

Activity 8 (cont.)

FLOOR PLAN SHEET

Unit III

Module 1

Trainee Directions

Activity 9: Field Activity

Purpose of Activity:

To introduce you to the wealth of children's literature that is available.

Procedures to Follow

Read and follow the directions that are found in this activity.

Unit III

Module 1

ACTIVITY 9

FIELD ACTIVITY

The purpose of this activity is to help you learn more about the books that are available for preschool children. This will help you know what books you can change around ever so often. Go to the library. Find six children's books you have never seen before. Two should be story books. Two should be information books. Two should be reference books. Take along some cards from your file box and a pen. For each book, you should write down:

1. Who wrote the book.
2. The title of the book.
3. The name of the company that publishes the book.
4. The date the book was published.
5. What the book is about.

Write a lesson plan for using one of the information books in your class. Use the lesson plan sheet on the next page. If you have any trouble,talk to the Field Supervisor.

Unit III

Module 1

LESSON PLAN SHEET

OBJECTIVE

What Is Being Taught	Materials	Techniques	Evaluation (How do you know if the lesson worked?)	Notes

Activity 9 (cont.)

Bring the information you have about the books to class with you next week. You can exchange cards and add them to your file box.

Unit III

Module 1

Trainee Directions

Activity 10: Writing Your Own Books

Materials and Equipment:

Activity Folder U3-M1-A10

Directions:

Read through this activity by yoursef. Follow directions in the activity.

MODE OF INSTRUCTION

Individual

Small Group

Resource Person is / is not needed

Unit III

Module 1

ACTIVITY 10

WRITING YOUR OWN BOOKS

Having a child write his own books can be a very exciting project. A child can become very excited about making something, especially if it has his name on it.

For this activity, you will make up your own books. You will use the things the Resource Person has put out for you. There are magazines and scissors, construction paper, crayons, and paste. You may make a story book, an information book, or a reference book. It is up to you.

When you have finished making your book, write a lesson plan for using your book in your class.

Check with your Resource Person when you have finished.

HOW TO WRITE A BOOK

Preschool children do not need a lot of words in books because they cannot read them. Pictures can tell stories just like words can. When we make a book for preschoolers, we need to do the following:

1. Decide what the book is to be about. For example, a book on trucks.

2. Plan what kinds of pictures you want for your book.

3. Decide on how many pages you want your book to have. Do not make your book too long.

4. Cut out different pictures that represent what the book is about. For example, cut out pictures of different kinds of trucks.

5. Take construction paper, 11" x 18" and fold it in half. Place each piece of paper inside the other until you have the number of pages you want for your book.

6. Staple the outside edge of your book at the top, middle and bottom.

Activity 10 (cont.)

7. Take a picture and paste it onto the inside of the first page of your book. Paste only one picture on a page.

8. Plan what you want to say under each picture.

9. Write one or two words underneath each picture. For example, if we are making a book on trucks, the words under a picture of a truck could be "Mail Truck".

10. When you have finished pasting all of your pictures on your pages, you will want to make a cover page. The cover page should have a title and the name of the author. If you want, you can use a cut out picture or draw your own. You do not have to have a picture if you don't want one. You must have a title and the name of the person who made the book on the cover.

- -

Activity 10 (cont.)

HOW TO HAVE CHILDREN MAKE A BOOK

Children will like making their own books. It will make them feel good about themselves. They will enjoy letting other people read their books. Here's what you should do to help them write their own books.

WHAT TEACHER SHOULD DO	WHAT CHILDREN SHOULD DO
1. Talk to children about making their own books. Show them the book you made..	1. Children should *want* to make their own book. DO NOT FORCE THEM.
2. Let children decide what they want their book to be about. Offer ideas if they cannot think of anything.	2. Children should be able to choose what they want their book to be about.
3. Have paper prefolded and put in the form of a book.	3. Children should pick out the pictures they want for their books.

Unit III

Module 1

Activity 10 (cont.)

WHAT TEACHER SHOULD DO	WHAT THE CHILDREN SHOULD DO
4. Have magazines with pictures about the topic children want to do their books on in them.	4. Give the children the prefolded paper that you have put in the form of a book.
5. Set out scissors and paste. Let the children cut out and paste pictures in the book. Help the children only when they ask for it.	5. Children should cut out and paste pictures into their books.
6. Ask children what they want to say for each page of their book. Write only what they tell you. Print it for them.	6. Children should tell the teacher what they want to say on each page.
7. Let children tell you what they want their book to be called. Print it on the cover. Write the child's name as the author on the cover.	7. The children should tell the teacher what they want their book to be called.

Unit III

Module 1

Activity 10 (cont.)

Take your book home with you. There is no reason why you cannot use your book in your class. Take it to school and let the children use it.

There is no reason why a child cannot make a book for other children to read. A child will enjoy making the book. He will also enjoy having his book in the reading center for everyone to see. Remember to put his name in large letters on the front of the book. Remember that his book must go out in the reading center.

Trainee Directions

Activity 11: Field Activity

Purpose of the Activity:

To give you practice in writing a lesson plan.

To provide you with a lesson plan for helping children write their own book.

FIELD ACTIVITY

Write a lesson plan for having children write their own books in class. Think about something the children do together in class. Think about any kind of project your children are working on. Have the children write books about what they are doing in class.

Show your lesson plan to your Field Supervisor when you have finished.

Activity 11 (cont.)

LESSON PLAN SHEET

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Unit III

Module 1

Trainee Directions

Activity 12: Writing Experience Stories

Equipment and Materials:

Activity Folder U3-M1-A12
2 sheets of newsprint
1 magic marker

Directions:

Read through the activity. Follow directions in the activity.

MODE OF INSTRUCTION

Individual
Small Group is
Resource Person needed
is not

Unit III

Module 1

ACTIVITY 12:

WRITING EXPERIENCE STORIES

An experience story tells the story of something that happened to one or more of the children. It is a story that one or more of the children dictates to you. It is a story that you write down for the child.

TWO TYPES OF EXPERIENCE STORIES

There are two types of experience stories.

1. The kind that you write after the whole class has done something together. For example, if you have just taken your class to the zoo, you could write an experience story about it when you get back to your center. You would all sit around, and each child would give one line of the story. At the end, you would read it back to them.

2. The kind that one child dictates to you. If you hear that one of the children in your class did something interesting

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Activity 12 (cont.)

the day before, you might ask, "Would you mind sharing it with the rest of the class?" Then you and the child sit down, and he tells you the story. You write it down just as he tells it. Then you read it to the whole class. You can try to get the child to read it while you point to the words on the pages. If he cannot read it, then you should read it.

Experience stories help children understand that their words are important. It shows them that what they say can be put on a piece of paper. It helps them understand that words on paper are like the words they speak.

One important thing to remember about writing experience stories is that you should write down exactly what the children tell you. Even if they use words that aren't right. You should write down exactly what they say. You should do this because children remember what they have said. Children will read the story using the words they have told you.

Activity 12 (cont.)

Ask your Resource Person for newsprint and a magic marker. For about ten minutes, practice printing words clearly. You can use the printing chart at the end of this activity as an example to help you practice printing. You can write anything you want to. You might want to write out the words to a song that you know.

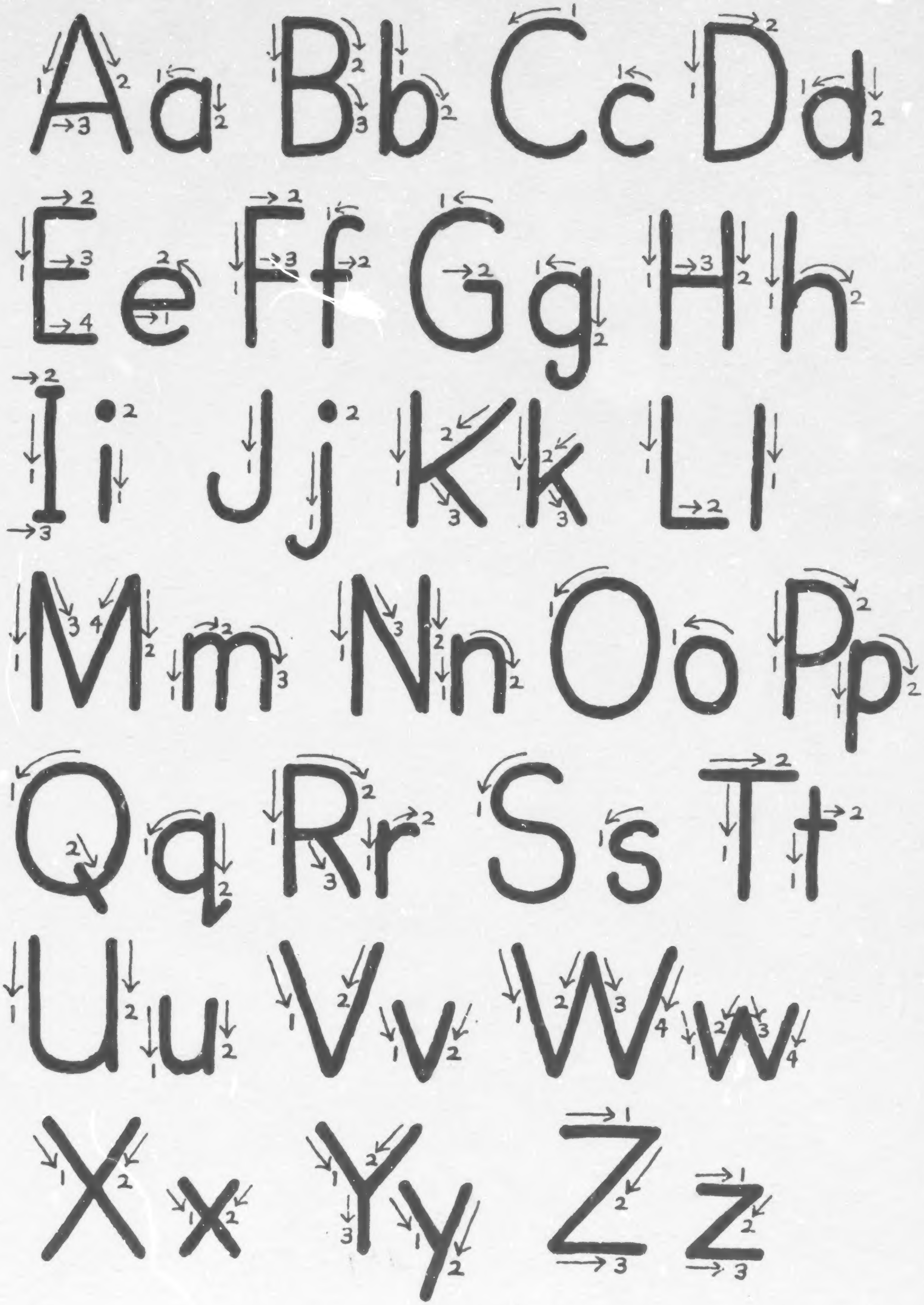
When you have finished practicing, break up into groups of four. Each group will write four short experience stories. Everyone in the group will get a chance to be the writer. You will do the first type of experience stories. You will write experience stories about:

1. What you did in class today
2. What you did in class last week.
3. One time when you saw a video tape in class.
4. What happened when you made flannel boards.

Activity 12 (cont.)

COMMENT:

There are two reasons for having you write experience stories in class. First, so you will get practice writing down exactly what someone says to you. Second, so you will have more practice printing on newsprint with a magic marker. These are very important things to be able to do when you want to write an experience story.


Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww
Xx Yy Zz

Unit III

Module 1

Trainee Directions

Activity 13: Making A Listening Center

Equipment and Materials:

- Activity Folder U3-M1-A13
- Cassette tape recorder
- Blank cassette tape
- 2 children's books
- A towel

Directions: Read through the activity by yourself. Follow the directions in the activity.

MODE OF INSTRUCTION

Individual
Small Group
Resource Person is / is not needed

ACTIVITY 13

MAKING A LISTENING CENTER

A listening center is where you have records and tapes that children can listen to. You might also have some books in your listening center. If you have a book that is also recorded on a tape, you would keep both the tape and the book at the listening center.

Here are some rules for making a listening center:

1. You should have some kind of a box to keep the tapes in. A shoe box will do.

2. You should make sure that each tape has its own little tape box that it can be stored in. If you leave a tape out, it could be ruined.

3. You should mark the tape boxes with pictures so that the children can tell one tape from another and get them themselves. You should try to find pictures that have something to do with what's on the tape.

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Activity 13 (cont.)

4. You should change the tapes in your listening center every two months.

5. The tapes and records should be kept in a place that children can reach easily.

6. Records should be lined up next to each other. They should not be piled on top of each other.

7. There should be a table and chairs in your listening center so children can sit and listen. There should also be mats in your center so children can lie down if they want to.

8. Every once in a while, you should listen to the tapes and records to make sure they are all right. If a tape or record gets damaged, the children will not be able to understand what's on it.

Activity 13 (cont.)

9. Don't be afraid to let the children work the tape recorder and record player. Once you show them how, they will be able to. Remember, first teach them how to use a tape recorder. You may want to write a lesson plan for teaching them how to use a tape recorder.

10. The listening center should be in a quiet part of the room. It should not be next to the reading center because that might disturb the children who are trying to read. It should not be next to the place where children play with blocks or dolls, because children won't be able to hear the tape if there is too much noise around them.

MAKING A TAPE

It is very easy to make your own tapes. All you need is a tape, a tape recorder, a book to read onto the tape, a glass, a spoon or a bell and a quiet place to record yourself. Here's what you do:

Activity 13 (cont.)

1. Practice reading the book out loud two or three times until you know it well.

2. Set up the tape recorder. It is good to put the microphone on a microphone stand if you have one. If you don't have a microphone stand, put the microphone on something soft, like a towel. Put the microphone and the towel on a sturdy table in front of you.

3. Speak loudly and clearly.

4. Hitting the glass with the spoon will make a ringing noise that will tell the children when to turn the page. You have to explain this to them. The first thing you should say on the tape is "Open the book to the first page. From now on, when you hear this sound -- ring -- you should turn the page.".

Activity 13 (cont.)

5. Read a little of the story into the tape recorder. Turn it off and rewind it. Listen to what you have recorded to make sure it sounds all right. If it sounds alright, go back to the beginning of the tape and record the whole book.

6. Remember to hit the glass with the spoon every time you turn the page.

7. When you have finished the book, rewind the tape and listen to it to make sure it came out alright.

8. Find a picture that has something to do with the story and tape it onto the front of the box that the tape goes in.

9. Put the tape and the book in your listening center.

Activity 13 (cont.)

WHY MAKE A TAPE?

Listening to tapes and records is important in Language Arts because:

1. Children hear different kinds of tones and sounds.
2. Children can imitate different tones, voice and sound patterns.
3. Children can learn new words.

Activity 13 (cont.)

YOU MAKE A TAPE

Ask your Resource Person for a cassette tape and a tape recorder. Pick out a children's book that you would like to read. Follow the directions for making a tape. Don't worry about making the ringing noises now. This is just for practice.

When you have finished making the tape, get someone else in the class to listen to it and tell you whether you sound alright.

Pick out another book. Practice making another tape. This time be sure to make the ringing noise as you turn a page of your book. Get someone else in the class to listen to it and tell you whether you sound alright.

Trainee Directions

Activity 14: Field Activity

Purpose of the Activity:

To acquaint you with the wealth of children's records available.

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ACTIVITY 14

FIELD ACTIVITY

Go to the listening room at the public library. Pick out six children's records you have never heard before. Listen to them. For each record, write down on cards for your file box:

1. The title
2. The record company
3. The record number
4. The name of the person or people on the record
5. Generally what the record is about.

Make sure you are able to tell your Field Supervisor how the records you have picked can be used to help children. Bring your cards to class with you so you can share them. They will be good for your listening center.

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Trainee Directions

Activity 15 Mastery Activity

Purpose of the Activity:

1. To determine if you can set up a classroom to foster language development.
2. To determine if you can make good tapes.
3. To determine if you can set up a reading center.

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ACTIVITY 15

MASTERY FIELD ACTIVITY

The mastery level field activity is in five parts. For mastery of this module, you must:

1. Do a floor plan of a whole classroom showing where you would put your reading and listening centers, your block center, your doll corner to name a few.

2. Arrange to have your Field Supervisor observe you reading a story to the children in your class.

3. Arrange to be observed teaching a lesson using an experience story.

4. Make a tape of a story for a listening center.

5. Arrange to be observed teaching a lesson to the children on how to write their own books.

Remember to make arrangements with your head teacher or center director before you do the following:

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- Read a story to the children in your class.
- Teach a lesson using an experience story.
- Teach a lesson to the children on how to write their own books.

If you have any questions, talk to your Field Supervisor.

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MODULE 1

PROBLEM SOLVING

Unit III

Module 1

PROBLEM SOLVING

SESSION 1

You have learned how to design a reading center for your classroom which fosters language development. The reading center is important because:

1. Children need an opportunity everyday, all day, to come in contact with new words, new meanings for known words and different sentence patterns.

2. Children need an opportunity to have new and varied experiences which will make them question and observe and therefore increase their language skills.

3. Children need an opportunity to imitate language tone, words, and expressions.

Can you think of some other centers which you can set up to develop language arts skills?

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Resource Person

Possible Centers:

1. Puppet Center
2. Role Playing Center
3. Sensory Center

Questions To Ask For Each Center Proposed:

What language skills will be developed in the proposed center?

How will they be developed?

Why are these skills necessary for children to have?

For Centers Which Resource Person Recommends

1. Center - Puppet

   Language skills developed:

   A. Child has an opportunity to stimulate his imagination.

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B. Child improves speech by playing the part of the puppet.

C. Child discusses and tells stories for enjoyment.

D. Child learns to use new words correctly.

E. Child learns to speak the part of more than one character changing voice and portraying feelings and moods of puppet he is using.

How are skills developed?

A. Children become the puppet they are using.

B. Children have an opportunity to express themselves through a puppet in ways they may not feel able to do when they are themselves.

C. Children learn what a puppet would say and how he would say it.

Why are these skills necessary to have?

A. Children need an opportunity to learn new words, new meanings for known words and different sentence patterns.

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B. Children need an opportunity to imitate language-tone, words and expressions.

How can the center be set up? (Get trainee to answer.)

2. Center-Role Playing

Language Skills Developed:

A. Child learns to interpret facial expressions, gestures, postures, tone of voice and talk about them.

B. Child learns to imitate words, tone and patterns of others, (i.e., policeman, fireman, mommy, daddy).

C. Child develops ability to increase his vocabulary by learning words used by the person whose role he is playing.

How are skills developed?

A. By creating an environment which allows the child to become the person whose role he is taking on (having dress up clothes, hats, etc. ...

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B. By creating an opportunity for the child to be other people who are important to him.

Why are these skills necessary to have:

A. Children need an opportunity to learn new words, new meanings for known words and different sentence patterns.

B. Children need an opportunity to imitate language, tone, words and expressions.

How can the center be set up? (Get trainees to answer)

Suggestions:
- Different dress-up clothes;
- Set up in a theme (i.e., community helpers family dress up);
- Change from time to time;

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3. Center - Sensory

Language Skills Developed:

A. Develops knowledge of self and environment through discriminative observation and interpretation;

B. Increases auditory discrimination, loud, high and soft words;

C. Increases olfactory discrimination and vocabulary - smelling pleasant and unpleasant odors;

D. Increases taste discrimination and vocabulary - sour, sweet, salty, bitter;

E. Increases tactile discrimination and vocabulary- smooth, rough, soft;

F. Increases visual discrimination - colors, shapes, sizes, symbols;

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How will skills be developed?

A. By providing children with concrete sensory items;

B. By providing opportunities to talk about their reactions to the sensory experiences.

Why are these skills necessary to have?

A. Children need an opportunity to have new and varied experiences which will make them question and observe and therefore increase their language skills.

How can the center be set up? (Get trainees to answer.)

Suggestions:
- Bottles of things that smell;
- Different foods like lemon, onion, sugar;
- Different feels - sandpaper, velvet, woods
- Change from time to time.

Unit III

Module 1

SESSION 2

Language is a way for people to tell you what they are thinking and feeling. Part of the job of the teacher is to help a child learn to think clearly and in an orderly way. One way to help children learn to order their thinking is to teach them how to classify, how to compare and contrast and how to recognize patterns. Language is the way for children to let you know if and when they are doing it. It is also a way for children to learn to classify, compare and contrast and see patterns.

Can you think of some things you can do with children for Language Arts which will help them learn to classify, compare and contrast and see patterns? (Allow trainees to generate as many ideas as is possible)

Suggestions for Resource Person

- Classify

  Food Houses Cars Animals Vegetables
  Clothes Trucks Boats Fruits Meats

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Session 2

- Compare

Likenesses:

How are fruits alike?

How are clothes alike?

How are houses alike?

- Contrast

Differences:

How are fruits different?

How are clothes different?

How are houses different?

- Patterns

Words that sound alike:

Cat	Bat
Fat	Rat

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- Questions - What is alike about every question we ask?
  (Tone, way question is worded)

- Statements - What is alike about every statement we make?
  (Tone, way statement is worded)

- Descriptive words - What do they do?

- Have trainees think of some activities or lessons which will help children classify the above suggestions.

Suggestions for Resource Person

Classification

Art Work - Books on Fruit, Houses, Animals.
Lotto Games - Meats, Vegetables, Boats.
Have a Store - Have all different kinds of foods. Children arrange store according to classifications.

Unit III

Module 1

Sessions 2

Suggestions for Resource Person

Comparing and Contrasting

Bring in fresh fruits - have children feel, taste, smell each fruit. Have them compare fruits according to senses and contrast. Have them describe differences and similarities. Have children classify by color, by size and by taste. Make an experience chart of fruits based on similarities and differences.

Suggestions for Resource Person

Patterns

Have children make up poems with rhyming words.
Have children sing songs and make up a word to match previous line.

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Session 2

Example: Jennie Jenkins

Oh will you wear red, oh my dear my dear
Oh will you wear red Jennie Jenkins
I won't wear red
It's the color of my - (Have children make up word to rhyme with red.)

Have children play Simple Simon. They will learn to recognize the Pattern of Simon says versus Do This.

Unit III

Module 1

SESSION 3

WHAT ABOUT READING?

Should preschool children learn to read? We know that they can learn to read. But should they? Some people believe they should. Some people believe they shouldn't. There are some centers that teach children to read. There are some centers that do not. There are a lot of things that every preschool center does which help children learn to begin to read. For example: They put children's names on their cubbies, on their drawings and paintings, on their painting smocks, on their job charts and on their growth charts. Pretty soon children recognize their names and so begin to read. Everything you have learned in this module will help children get ready to learn to read. But, it is up to the center where you work to decide whether or not children should actually learn to read in preschool.

If you work in a center which says that their children should learn to read what kinds of things can you do to teach them? (Let trainees generate as many activities and lessons as possible.)

Unit III

Module 1

Session 3

Alphabet Lotto;

Alphabet Bingo;

Sandpaper Letters;

Make a letter on shirt cardboard. Cut it in half like a jigsaw puzzle. Have children put pieces together to make the letter.

Teachers can label things in the room.

Teacher can have children dictate stories. Children tell the teacher what their picture is about. The teacher can write what the child says on the picture.